



1975

## **An Evaluation Of Continuation Programs In San Joaquin County And A Follow-Up Study Of Their Former Students**

Virginia McShane Miller  
*University of the Pacific*

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AN EVALUATION OF CONTINUATION PROGRAMS IN SAN JOAQUIN COUNTY  
AND A FOLLOW-UP STUDY OF THEIR FORMER STUDENTS

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A Dissertation  
Presented to  
the Faculty of the Graduate School  
University of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
Virginia Mc Shane Miller

May 1975

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AN EVALUATION OF CONTINUATION PROGRAMS IN SAN JOAQUIN  
COUNTY AND A FOLLOW-UP STUDY OF THEIR FORMER STUDENTS

Abstract of Dissertation

**THE PROBLEM:** A study was initiated to evaluate continuation programs in San Joaquin County touching upon the former students' and current teachers' perceived content and value of the programs being offered. Also the investigator decided to examine the following general areas:

A. What are the personal backgrounds of the participants?

B. To what degree are the intentions of Education Code 5950 being followed/applied according to the perceptions of former continuation students and teachers currently teaching in continuation programs under study? And,

C. What reactions and suggestions do the respondents have for improving the continuation program in which they have participated?

Since the study was exploratory in nature, the investigator did not use stated hypotheses. Rather, ten research questions were asked about study participants' responses.

**THE PROCEDURE:** The intentions of E. C. 5950 were used as guidelines in the preparation of study instruments. The questionnaires were administered to 228 former continuation students and 40 teachers (4 of whom were administrators) of six participating districts. The questionnaire responses were then submitted to frequency tallies, the analysis of variance and confidence intervals.

**SELECTED FINDINGS:** There were 41 significant findings of which 12 indicated significant differences between diplomaed former students and non-diplomaed former students in their responses to certain questionnaire items. Also, 9 confidence intervals were discussed. Among a multitude of descriptive findings, the following are cited: (1) 55.1 percent of 76 graduated former students earned their diploma through continuation high school, (2) 44.6 percent of the former students perceived their programs as being entirely directed to their special needs, (3) 45.6 percent of those former students working stated that they obtained employment themselves. High school vocational training was reported by 77.6 percent of the former students as being in a field unrelated to their current employment or employment aspirations, and (4) former students perceived very few continuation program elements concerning guidance.

**SELECTED CONCLUSIONS:** These data suggest that the continuation programs under study could generally do a better job of preparing students for graduation from high school, and improving their occupational orientation and guidance programs. Also, teacher data suggest changes be made in the areas of curriculum, vocational activities, and guidance.

**SELECTED RECOMMENDATIONS:** The following recommendations were made: (1) school districts should follow-up their former continuation students to ascertain their program strengths and weaknesses, (2) continuation programs should yearly question their current staff and students on program content evaluation, and (3) continuation programs should establish work-orientation programs relevant to students' interests and abilities.



## ACKNOWLEDGMENTS

The writer wishes to express her appreciation to those who gave advice and continual encouragement in the accomplishment of this study.

Special gratitude is extended to the following dissertation committee members: Dr. Armand Maffia, Chairman; Dr. Donald Duns, Dr. Carolyn Fowle, Dr. Preston Gleason, and Dr. Larry L. Pippin.

Special appreciation goes to Dr. Armand Maffia for his thoughtful direction and Dr. Bobby Hopkins for his statistical counsel.

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Further appreciation is extended to the librarians at the University of the Pacific for their helpful assistance, to Carol Sarnoff for her lovely typing, to Carol Benson for her thoughtful editorial suggestions, and to my close friend Pat Roberts whose interest and helpfulness has made my years at the University memorable ones.

And, continued support of this work was provided by my devoted husband, Lee, who was a source of endless encouragement.

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## Chapter 1

### THE PROBLEM AND OBJECTIVES OF THE STUDY

#### INTRODUCTION

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of every 10 students in the fifth grade will not even finish high school -- and that is a waste we cannot afford.

John F. Kennedy, 1963<sup>1</sup>

The above statement stresses the importance of all human resources and their development. It emphasizes the idea that pupils need to be reached through the educational institutions in which they have been placed so that they may develop their capacities to the fullest, enhancing their employability and providing them with an opportunity for successful community living. This view is supported by Hathaway, Manachesi, and Reynolds, who concluded from their findings that:

... these data attest to the critical social problem presented by the mass of adolescents who do not earn a high school diploma. The increasingly complicated technology in this county with its outcomes of automation and need for more and more skilled workers and persons who deal with theory and planning suggests that a high school diploma is becoming a minimum occupational requirement.<sup>2</sup>

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<sup>1</sup>Offices of Imperial and Riverside Counties, Superintendents of Schools, State of California, Operation Reach, Final Report, Sept. 1, 1967-Aug. 31, 1968. Section Cover.

<sup>2</sup>S. R. Hathaway, P. C. Reynolds, and E. D. Monachesi, "Follow-up of the Later Careers and Lives of 1,000 Boys Who Dropped Out of High School," Journal of Consulting and Clinical Psychology, 1969, Vol. 33, No. 3, p. 370.



Also, in support of this view, Howard Hayghe mentions repercussions stemming from the lack of a high school diploma.

For several reasons school dropouts are less likely to be in the labor force than high school graduates who do not go on to college. Among out-of-school youths, a greater proportion of dropouts than of high school graduates are 16 and 17 years old, and the labor force rates are lowest for the youngest age group. Also, some of the factors which cause youths to leave school -- marriage, illness, or personal or family problems -- tend to keep them from seeking work.<sup>3</sup>

In the public schools today there are many different types of children. Consequently, programs are developed to meet these differing pupils' needs. One such program is the continuation high school, which is an alternative to the traditional comprehensive program offered in most secondary schools.

Continuation education was [first] established in 1919 primarily to provide part-time schooling for young people who were forced by economic conditions to leave the full-time school and to find part-time employment so as to support themselves and their families.<sup>4</sup>

Thus, the original purpose of the continuation program was to provide part-time education to those students who for economic reasons had to be away from the full-time school.<sup>5</sup> "However, because of the growth of welfare and social security programs, few young people now leave school from economic necessity."<sup>6</sup>

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<sup>3</sup>Howard Hayghe, "Employment of High School Graduates and Dropouts," Monthly Labor Review, May, 1972, p. 50-52.

<sup>4</sup>California State Department of Education, Handbook on Continuation Education in California, Prepared by J. R. Eales, 1973, Forward by Wilson Riles.

<sup>5</sup>Ibid., p. 1.

<sup>6</sup>Ibid.

Consequently, over the years, this school's purpose has changed and has broadened in scope. Also, the number of programs has grown since the passage of AB 2240 in 1965. Since this mandate, California continuation education has increased from 13 to 283 programs in 1973-74.<sup>7</sup> The philosophy of the continuation program can be expressed quite simply: "Accept the student where he is and help him develop into a contributive citizen at the highest level possible within the limits of his ability and his personality."<sup>8</sup> Continuation programs characteristically center upon curricular individualization thereby giving the student more decision making opportunities than those which are given to the student in most secondary schools. Thus, the program is more student-centered and less subject-centered than that of the traditional secondary schools. The emphasis is upon developing the total potential of the student; i.e., socially, academically, and personally. It is an opportunity for students who have been unable to benefit from the standard comprehensive high school program to obtain a high school diploma, self-awareness, and vocational and social skills. Finally, it has been noted by many and described in the literature that this alternative secondary school is necessary due to the shortcomings of "regular" high school programs being offered youth.

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<sup>7</sup> J. R. Eales, The Clip Sheet on Continuation Education, California State Department of Education, October, 1974.

<sup>8</sup> Offices of Imperial and Riverside Counties, Superintendents of Schools, State of California, Operation Reach, (Revised Edition) Orientation to Continuation Education, August, 1968, p. 1.

Currently, California continuation programs serve approximately 76,000 students. In the school year, 1973-74 the figure stood at 76,635.<sup>9</sup>

Continuation Students served  
and their characteristics

Students in continuation classes or programs are not characterized as being typical. Knoepfel states, "The continuation high school student is unique in his divergency. His characteristics and needs tend to place him closer to the extremes in ability, health, academic accomplishments, motivation, self-concept, and emotional well-being."<sup>10</sup> Consequently, a program directed at the "norm" or at the average student as seen in many secondary schools almost totally misses the special educational needs of this student.

Knoepfel further states, "The typical student served by continuation education is a young person with problems, many of which are emotional."<sup>11</sup> The students generally fall into different categories which are not mutually exclusive since a student most certainly could possess traits in several of the following groups: The largest group, 65.7 percent, of the California population of continuation students in 1973-74 are those students who through an administrative request have been asked to attend continuation high school.<sup>12</sup> This request may

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<sup>9</sup>Eales, loc. cit.

<sup>10</sup>Janet W. Knoepfel, "The Students Served in Continuation Education," Journal of Secondary Education, November 1969, Vol. 44, No. 7, p. 298.

<sup>11</sup>Ibid.

<sup>12</sup>Eales, loc. cit.

be in reaction to disciplinary problems the student may be having or it may center around truancy. These students characteristically are the potential school dropouts. The second largest group of students, 34.2 percent of California's continuation students in 1973-74, are those who enroll in continuation programs by their own request.<sup>13</sup> This was an increase over the 30.9 percent requesting enrollment in 1972-73.<sup>14</sup> This personal request may be the result, on the students' part, for more personal attention and program individualization which are both very characteristic of continuation programs. A third group of students found in continuation programs are those:

. . . who are emotionally and educationally handicapped. This student is usually several years retarded in learning and achievement. He has built up psychological walls against school, studies, teachers, and the whole educational establishment.<sup>15</sup>

A fourth group which is relatively small in comparison to the others, are those returning to the community at mid-semester, for a variety of reasons, to attend continuation temporarily because their formal course of study was not similar to the current curriculum at the regular high school and/or it was too late for them to enter a course of study. And, a fifth group attending continuation programs are those students who are working regularly.

Dr. John Eales, Consultant, Secondary Education, Curriculum Services, California State Department of Education, and acting State

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<sup>13</sup>Eales, loc. cit.

<sup>14</sup>John R. Eales, The Clip Sheet on Continuation Education, California State Department of Education, October, 1973.

<sup>15</sup>Knoepfel, loc. cit., p. 299.

Consultant for Continuation Programs, describes some of the students attending continuation programs:

The students are still a group of nonconformists who have rejected the teacher dominated classroom, characterizing the regular high school. They did not like and were unable to function well in, a highly competitive classroom situation. They did not like to fight each other for grades. They did not like assignments due on a specific date and usually did not bother to get assignments in on time. They did not respond well to any kind of pressure. All in all, these students were a problem to teachers who demanded that something be done just this way and at just this time. However, there appears to be no relationship between I.Q. and these students nonconformists. It is not I.Q. limitations, but dislike for the formalized impersonal high school classrooms that move these young people toward 'failure' and toward being high school dropouts.<sup>16</sup>

In further describing these students, Pilgreen discovered in his 1973 follow-up study of Allan F. Daily High School students in Glendale, California, that "31.4 percent of his respondents (former continuation students) left a traditional high school to enroll in Daily Continuation High School because of academic failure or lack of sufficient credits to maintain pace with their class. And, 25.2 percent enrolled due to the boredom/tedium/rigidity of traditional school."<sup>17</sup> Also, 75.2 percent indicated that they would have dropped out of school if an alternative Daily Continuation High School, had not existed, compulsory attendance laws notwithstanding.<sup>18</sup>

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<sup>16</sup>John R. Eales, The Clip Sheet on Continuation Education, California State Department of Education, March, 1972, p. 2.

<sup>17</sup>Martin Pilgreen, "A follow-up study of the Continuation Education Students" (unpublished Doctoral Dissertation, University of Southern California, 1973, p. 60) (University Microfilms, A Xerox Company, Ann Arbor, Michigan).

<sup>18</sup>Ibid., pp. 80-81.

It appears to this investigator from the above that many students require this special educational approach to schooling and that without it more students would probably drop out of school without earning a diploma.

## THE PROBLEM

### Statement of the Problem

The California State Legislature enacted Education Code Section 5950 in 1967, stating California's legislative objectives or intent for continuation programs. It reads as follows:

In enacting this article, it is the intent of the Legislature that continuation schools and classes shall be established and maintained in order to meet the special educational needs of pupils to provide: (1) an opportunity for the completion of the required academic courses of instruction to graduate from high school, (2) a program of individualized instruction that may emphasize occupational orientation or a work study schedule which follows the intent and purposes of Sections 5955, 5956, 8056, and 8505, or (3) a specially designed program of individualized instruction and intensive guidance services to meet the special needs of pupils with behavior or severe attendance problems, or (4) a flexible program combining the features in (1), (2), and (3). [Amended by Stats. 1971, Ch. 438.]

Also, since the passage of Education Code Section 5958, by the 1970 California legislature, districts have been mandated to carry on an "independent study" of their continuation program:

The governing board of a school district or school districts, as the case may be, maintaining special continuation education classes shall provide for an independent study of the effectiveness of such program and file a copy of the report on such study with the Department of Education. [Added by Stats. 1970, Ch. 1206.]

This law has caused much frustration on the part of school districts since they usually cannot afford such a service. Thus, since money is an appropriate consideration, the State Department of

Education offered to meet the responsibility of evaluation with no charge to districts. The investigator has reviewed these evaluations, which can be found in Appendix D, reporting statistical trends on the composition of the enrollees, gathered from the individual school districts in California, i.e., the population enrolled in continuation programs, the ratio of boys to girls in the program, student turnover, ethnic composition, those receiving high school diplomas, and other descriptive data. Consequently, the investigator felt that since continuation programs have stated objectives in E. C. 5950 and that since there is a definite need, demonstrated further in Chapter 2, for an evaluation which touches upon the actual content, and perceived value of the programs being offered, a more extensive evaluation would have considerable merit. Thus, a study was initiated to evaluate continuation education by using the intentions of Education Code Section 5950 (high school diploma requirements, individualized instruction, occupational orientation, and guidance) as guidelines in the preparation of instruments. Also, the investigator decided to examine the following general areas:

- A. What are the personal backgrounds of the participants?
- B. To what degree are the intentions of Education Code Section 5950 being followed/applied according to the perceptions of former continuation students and teachers currently teaching in continuation programs in each district under study? And,
- C. What reactions and suggestions do the respondents have for improving the continuation program in which they have participated?

Since the study was exploratory in nature, the investigator did not use stated hypotheses. Rather, the following specific research

questions were asked about study participants' responses:

1. Do former students of differing sex differ in their responses to questionnaire items?
2. Do former students of differing age levels differ in their responses to questionnaire items?
3. Do the responses of former students who were sent by the school administration to continuation high school differ from the responses of former students who personally requested admission to continuation high school?
4. Is there a relationship between the numbers of semesters former students attended a continuation high school and their responses to questionnaire items?
5. Do the responses of former students who have high school diplomas differ from the responses of former students who do not have high school diplomas?
6. Do the responses of former students who have had schooling since continuation high school differ from the responses of former students who have not had schooling since continuation high school?
7. Do the responses of former students who desire further schooling differ from the responses of former students who do not desire further schooling?
8. Is there a relationship between years of teaching experience and responses to questionnaire items?
9. Is there a closer relationship between the responses of teachers, and former students who personally requested continuation high school, than between the responses of teachers and former students who were sent to continuation high school?



10. Is there a closer relationship between the responses of teachers, and former students who have earned a high school diploma, than between the responses of teachers and former students who have not earned a high school diploma?

#### Significance of the Problem

There are few studies concerning continuation schools, and those that have been made are generally of a descriptive nature; therefore, there is a need for an evaluation which touches upon the actual content and perceived value of continuation programs being offered.

Also, the fact that approximately 76,000 students are affected by the special educational approach of continuation warrants an investigation of the services being offered. This number of students enrolled in continuation education is of particular interest since the California State Department of Education report disclosed that of the total 1973-74 enrollment 8,258 or 10.7 percent of California continuation students graduated in 1973-74 school year.<sup>19</sup> This percentage is not unusual since 9.6 percent of the total California continuation enrollment for 1972-73 graduated.<sup>20</sup> And the percentage reported in 1971-72 was 10.9 percent.<sup>21</sup> However, the reader must keep in mind that many continuation education students transfer out of the program (30,258 or 39.4 percent

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<sup>19</sup>J. R. Eales, The Clip Sheet on Continuation Education, California State Department of Education, October, 1974.

<sup>20</sup>J. R. Eales, The Clip Sheet on Continuation Education, California State Department of Education, October, 1973.

<sup>21</sup>J. R. Eales, The Clip Sheet on Continuation Education, California State Department of Education, October, 1972.

in 1973-74) for one reason or another. In addition, many (12,258 or 16 percent, 1973-74) are under sixteen years of age. Thus the total enrollment figure still reflects those students aged 16 to 18 years. It is also advisable to note that these 8,258 students perhaps would not have graduated if continuation education were not available.<sup>22</sup> In contrast, out of 286,095 twelfth graders in California's high schools, 283,968 graduated in 1973-74.<sup>23</sup> Other similar California data on the general population of high school graduates can be found in Appendix D.

Pilgreen, in 1973, found that the majority (59 percent) of his respondents did not continue with any type of education or training after leaving Daily Continuation High School.<sup>24</sup> Thus, the recommendations from such a study would hopefully serve to improve existing programs since continuation programs will be the last formal educational experience many students will have. Furthermore, by hopefully improving continuation programs, more students would be more interested and involved in furthering their education.

Furthermore, Education Code Section 5950, which is mandated, should be operational in San Joaquin County continuation programs as well as in other counties in the State of California.

Lastly, Educational Code Section 5958's emphasis upon evaluation is designed to enhance program effectiveness through encouraging

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<sup>22</sup>Eales, loc. cit., October, 1974.

<sup>23</sup>Telephone conversation to State Department of Education, Department of Documents.

<sup>24</sup>Pilgreen, loc. cit., p. 82.

program appraisal and thereby fostering consequent program improvement and innovation.

#### PURPOSE OF THE STUDY

The purpose of this study was to evaluate continuation programs in San Joaquin County according to the perceptions of former continuation students and of teachers currently engaged in teaching in continuation programs. Also, it was proposed to supply some factual data on San Joaquin County continuation programs by including some County records and administrative interviews.

A further purpose of the study was to provide the schools an opportunity to improve existing continuation programs being offered in San Joaquin County. This purpose appeared to be valid in view of the fact that continuation education serving a definite educational function in the State of California is here to stay. To lend credence to this former statement, the annual state report expresses the following: "The enrollment in California continuation education grew by 9 percent from 70,416 in 1972-73 to 76,635 in 1973-74."<sup>25</sup> In San Joaquin County, the continuation enrollment grew by 24.2 percent from 1157 in 1972-73 to 1437 in 1973-74.<sup>26</sup> Through an investigation of continuation programs using the intentions of Education Code Section 5950 as guidelines in the preparation of instruments, the researcher felt that existing programs could be improved.

Another purpose of the study was to provide information, supply participant feed-back suggestions, and recommendations to those districts

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<sup>25</sup>Eales, loc. cit., October, 1974.

<sup>26</sup>San Joaquin County Records, Year-end District Reports.

being reviewed, as well as those not being investigated in the state of California.

By questioning former students, the investigator could satisfy several other purposes: (1) the investigator could ascertain the degree of former students' satisfaction and/or dissatisfaction with the continuation program they personally experienced; (2) the investigator could determine whether continuation programs are viewed as an opportunity or as another failure experience; (3) the former students would lend experiential information on what they feel the schools should stress in preparing students for community living; and (4) the investigator could find out information of general interest on the personal backgrounds of former students; i.e., marital and job status, future schooling aspirations, and interests.

By interviewing continuation teachers, several other purposes could be satisfied: (1) the investigator felt that the review would stimulate teachers into thinking of ways to improve existing programs; and (2) the teachers would feel professional pride in becoming part of program review and innovation.

#### PROCEDURE OF THE STUDY

The investigator was supplied the names, addresses, and telephone numbers of former students and teachers currently engaged in teaching from all continuation programs in San Joaquin County: Lincoln Unified School District, Linden Unified School District, Lodi Unified School District, Manteca Unified School District, Stockton Unified School District, and Tracy Joint Union High School District.

### Population Studied

The experimentally accessible population<sup>27</sup> for the study consisted of all former students of continuation programs in San Joaquin County who attended during the years of 1971-72, 1972-73 and/or, 1973-74, for at least 180 hours, and who were between the ages of 18 and 20 during the time of the study (October and November, 1974). The stratification considered age and sex of the former student population in two participating school districts. The former students of the other four school districts, meeting the study parameters, were not sampled but rather taken in their entirety. All teachers who taught full-time in continuation programs in San Joaquin County during the school year of 1973-74 were surveyed.

### Instruments

Questionnaires, directed towards former students and current teachers, which were field tested prior to their use in the study, reflected the highlights or objectives of Education Code Section 5950. The questionnaires, which can be found in Appendix A of this study, were identical to the interview guides. The interview guide was personally administered to every teacher in the study and to former students living in San Joaquin County. Former students in the study currently living outside of San Joaquin County were mailed a questionnaire. Teachers and former students in the study who could not be persuaded to meet with the investigator or who were sick, or former students who were in jail, received a questionnaire by mail or were interviewed by phone.

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<sup>27</sup>Glenn H. Bracht and Gene V. Glass, "The External Validity of Experiments," American Educational Research Journal, 5, November, 1968.

## Data Analysis

Many of the findings of the study were summarized using basic descriptive statistics: percentages, means, and frequency tallies. In addition, the analysis of variance and confidence intervals were used to test research questions concerning differences between varying groups' responses to questionnaire items.

## ASSUMPTIONS AND LIMITATIONS

### Assumptions

This study was based upon several assumptions:

1. The majority of teachers and former students answered the questionnaire items honestly.
2. The teachers and former students were a valuable source of information in determining the application of the legislative intent of E. C. 5950 for continuation programs.
3. The teachers and former students would have valuable suggestions in recommending improvements in existing continuation programs since they have all experienced such a program.
4. The items on the questionnaire adequately represented the legislative intent and objectives of Education Code 5950.
5. The investigator realized that although some programs may in fact have changed physically (moved to another campus, different equipment); philosophically the continuation programs under analysis were essentially the same during the tenure of former students as they were during the 1973-74 school year.
6. Teachers and former students were aware of the majority of services their programs rendered.

7. The persons who filled in the questionnaires as well as those persons who were personally interviewed from the interview guide interpreted the items similarly.

8. The investigator assumed no interviewer effect, i.e., there would be no difference due to different people involved in data collection.

### Limitations

~~This study was based upon several limitations:~~

1. Not all continuation schools were equal in terms of staff dedication, facilities, and monies available.

2. Respondents' expectations of program excellence vary.

3. The study considered the perceptions of former students and current teachers of continuation programs without reference to the economic status, social class, ethnic origin, student personality, attitudes, and previous experiences of the respondents.

4. The study limited its evaluation to only those items found on the questionnaires.

5. The study considered perceptions of the respondents and not demonstrated successes the individual programs may have had.

6. Some of the former students who have experienced negative feelings in school may retaliate against school and the educational setting or system by being malevolent in their responses by using the questionnaire as a means of "getting back" at the school.

7. Some former students may experience some distortion of recall (remembering the pleasant, forgetfulness) in view of the fact that they have been away or out of continuation for a period of time.

8. There may be some discrepancy between teachers' responses

to items on the questionnaire and their actual classroom performance.

9. Since continuation students oftentimes lack motivation, the length of the questionnaire may have discouraged its completion by many former students in the study.

10. Persons living in San Joaquin County were personally interviewed, while others were contacted by mail. Consequently, there is a higher proportion of participants from those living in the county since personal interview response is significantly more successful, in terms of return, than the mailed questionnaires: Helmstadter states ". . . the only important difference between a mail survey and an interview study is that in mail studies the percent of return is small -- between 20 and 40 percent on the average -- as compared with interviews which typically result in about 95 percent return."<sup>28</sup>

#### DEFINITION OF TERMS

The following have been defined accordingly:

(1) Alternative School:

"A separate school within a district or a separate class group within a school which is organized to:

- (a) maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy;
- (b) maintain a learning situation maximizing students self motivation and encouraging the student to follow his own interests;

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<sup>28</sup>G. C. Helmstadter, Research Concepts in Human Behavior Education, Psychology, Sociology. New York: Appleton-Century-Crofts, 1970, p. 71.



- (c) maximize the opportunity for students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located."<sup>29</sup>

(2) Career Education:

"Career education is a comprehensive program, beginning in early childhood and continuing throughout the adult years, which gives each student the opportunity to assess personal attributes and aspirations, explore occupational opportunities, make an occupational choice, and receive the instruction necessary to develop saleable skills for entry into the world of work."<sup>30</sup>

(3) The Continuation Class:

"The continuation class on the other hand is located on the campus of the comprehensive high school and provides one or two self-contained classrooms for students not permitted in the regular program. These classrooms may be physically separated from the regular classes but still on the same property. The classes may meet during school time or after school."<sup>31</sup>

(4) Continuation Education:

"As now defined, continuation education is a program that leads toward a high school diploma; prepares students for entrance into occupational training, and provides some schooling which, accompanying employment, can contribute very much to the individual's immediate and long-term interests. Instruction is completely individualized and is so arranged that a student may enter the program at any time and adopt any schedule pattern without disturbing the program's continuous and effective progress. It emphasizes the development of attitudes and appreciations through the establishment of courteous, respectful relationships with fine teachers in small, friendly, mature school environments. Its flexibility promotes adaptation of curricular offerings to the performance levels and interests of

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<sup>29</sup>The State Council of Education of the C.T.A. Resolution adopted October 7, 1973, defining "Alternative Schools."

<sup>30</sup>California State Department of Education, Handbook on Continuation Education in California, Prepared by J. R. Eales, 1973, Foreward by Wilson Riles, p. 21.

<sup>31</sup>Operation Reach, (Revised Edition) Orientation to Continuation Education, August, 1968, p. 6.

the students. Credits are issued as earned, and the opportunity for making up work through longer school days is readily possible as individual student interest is kindled or re-awakened."<sup>32</sup>

(5) The Continuation School:

"The continuation school consists of a number of teachers, classrooms, principal, other supporting staff members and its own campus usually completely separated from any other school. The school functions in many ways similar to an ordinary high school but on a much smaller scale. It offers the variety of subjects needed for high school graduation and it strives to develop courses that provide the students with the training they need for the future."<sup>33</sup>

(6) Divergent Youth:

"Divergent youth do not fit the personality pattern of average youth; they must be treated on an individual basis to a much greater degree than typical students who succeed in 'regular' programs. Average youth are in large part successfully educated through 'mass production' or statistical approach designed to meet the common needs of large groups that 'fit' under the humps of normal distribution curves.

"Divergent students, on the other hand, have a cluster of personal characteristics, many of which are near the extremes [of curves that describe such attributes as ability, general health, grade-point average, concept of self, reading level, punctuality, competitiveness, motivation]. . . Traditional school programs often are not meaningful to them. They must be motivated individually and must be taught by different methods. . . "<sup>34</sup>

(7) Dropout: This is the student who -- for a variety of reasons -- has not completed the requirements for the high school diploma, before leaving school.

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<sup>32</sup>California State Department of Education, Handbook on Continuation Education in California, compiled by John W. Voss, 1968, p. 1.

<sup>33</sup>Operation Reach, op. cit., p. 6.

<sup>34</sup>Long Beach Unified School District, Long Beach, California, Special Guidance and Independent Study Classes, 1968, p. 15.

(8) Education Code Section 5950:

"In enacting this article, it is the intent of the Legislature that continuation education schools and classes shall be established and maintained in order to meet the special educational needs of pupils to provide: (1) an opportunity for the completion of the required academic courses of instruction to graduate from high school, (2) a program of individualized instruction that may emphasize occupational orientation or a work-study schedule which follows the intent and purposes of sections 5955, 5956, 8056, and 8505, or (3) a specially designed program of individualized instruction and intensive guidance services to meet the special needs of pupils with behavior or severe attendance problems, or (4) a flexible program combining the features in (1), (2), and (3)."  
[Amended by Stats. 1971, Ch. 438.]

(9) Education Code Section 5955: "Such classes [continuation classes]

shall provide suitable instruction for the various individuals for whose benefit they are established."

(10) Education Code Section 5956:

"The State Board of Education shall prescribe and enforce standards and regulations for the organization and administration of programs of guidance, placement, and follow-up, for programs of co-ordination and instruction in continuation education, for the special reimbursement thereof, and for the certification of teachers and co-ordinators for continuation education."

(11) Education Code Section 8505: "Any course of study adopted pur-

suant to this division shall be designed to fit the needs of the pupils for which the course of study is prescribed."

(12) Education Code Section 8056:

"Preparation of courses for continuation high schools shall be prepared under the direction of the governing board having control thereof. Insofar as possible, courses shall meet the high school requirements set forth in section 8571, and 8572 of this code." [Added by Stats. 1968, c. 182, p. --, 31.]

(13) Experimentally Accessible Population:

"Kempthorne (1961) has distinguished between the experimentally accessible population and the target population. The former is the population of subjects that is available to the experimenter for his study. The target population is defined as the total group of subjects about whom the experimenter is empirically

attempting to learn something. It is the group that he wishes to understand a little better and to whom he wants to apply the conclusions drawn from his findings."<sup>35</sup>

- (14) Follow-up Study: This is the process of finding and asking former students who have experienced a particular school program, the following: their impressions of curriculum and guidance services, their suggestions to improve the existing program, their ideas to better prepare the current program consumer for community living, and for their appraisal of the school program in terms of the extent to which educational objectives have been met/ accomplished.
- (15) Former Student: This is the "educational consumer" who has experienced a particular program but who is no longer a participant in the program.
- (16) Guidance:  

"The process of assisting an individual to understand himself and the world about him and to gain a knowledge of the implications of this understanding for educational progress, career development, and personality fulfillment."<sup>36</sup>
- (17) Individualized Instruction: This is a program tailored to meet the individual needs of each student through personalized attention and careful selection of educational materials.
- (18) Objective: "An intended result of an educational activity or a guiding policy which is intended to achieve such a result."<sup>37</sup>

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<sup>35</sup>Glenn H. Bracht and Gene V. Glass, "The External Validity of Experiments," American Educational Research Journals, November, 1968, p. 3.

<sup>36</sup>Carter V. Good, Winifred R. Merkel, ed., Dictionary of Education, 3rd edition, McGraw-Hill, 1973, p. 270.

<sup>37</sup>Cyril O. Houle, The Design of Education, Jossey-Boss, Inc., 1972, p. 233.

- (19) Occupational Orientation: "A specific phase of a work-study program that emphasizes the subjective aspects of work in preparation for actual on the job experience."<sup>38</sup>
- (20) Norm: This is a typical behavior of a group; that behavior pattern which is the most common practice within a group.
- (21) Perception: This refers to the individual's conscious awareness of the meaning of a known situation.
- (22) Education Code Section 7451.3:  
"Regional Occupational Program is a vocational or technical training program which meets the criteria and standards of instructional programs in regional occupational centers and which is conducted in a variety of physical facilities which are not necessarily situated in one single plant or site."
- (23) Regular High School: This is the traditional comprehensive three to four year program offered youth which is characterized by an approach designed to meet the common needs of a large group. The investigator, however, is aware of the thrust the regular schools are now making towards individualization. This thrust, however, unlike that of most alternative schools, is an ideal objective and as yet not a common characteristic of the schools in question.

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<sup>38</sup> Good, op. cit., p. 403.

(24) Work Permits:

"The work permit is a highly important document, for it serves the two-fold purpose of authorizing the minor to accept employment and the employer to hire him. By making an employee of the school district the permit-issuing authority, the law gives to the school representative a check on the type of industry in which the minor is employed, the kind of work to be performed, the hours of employment, and the hours of school attendance."<sup>39</sup>

ORGANIZATION OF THE REMAINDER OF THE STUDY

~~Four additional chapters complete the remainder of the study.~~

They are as follows: Chapter 2, "Review of the Literature Related to the Study," probes into the studies on evaluation of continuation schools; Chapter 3, "The Method of the Study," gives the reader complete information on the sample, instruments' preparation, and data collection, procedure and reporting; Chapter 4, "Study Findings," reports on the findings of the study, in tabular form; and Chapter 5, "Summary, Conclusions and Recommendations," focuses upon the investigator's final comments revolving around the study's findings.

A Bibliography and Appendices are provided for appropriate reference to the text.

The Appendices are comprised of study instruments, the administrator's questionnaire and comments, study communications, data concerning statistical trends in continuation education in California and San Joaquin County, school retention rates for California, and California continuation laws and financial information.

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<sup>39</sup>California State Department of Education, Handbook on Continuation Education in California, Prepared by J. R. Eales, 1973, Forward by Wilson Riles, p. 31.

## Chapter 2

### REVIEW OF THE LITERATURE RELATED TO THE STUDY

Selected literature pertaining to the study is presented below in the following specific area: Studies evaluating California Continuation Programs. The studies will be reviewed in chronological order. Ultimately, through such a presentation and examination of various studies, the need for the investigator's analysis and unique evaluative procedures will be shown.

#### STUDIES EVALUATING CALIFORNIA CONTINUATION PROGRAM

##### Introduction

Edward J. Weber has called attention to the fact that continuation programs are unique to the State of California. He comments, "...in none of these states [the other 49] does the law require an educational program that even approaches the size and scope of continuation education in California."<sup>1</sup> Consequently, only evaluation studies pertaining to California continuation programs will be discussed in Chapter 2. Such studies will be reviewed with special attention given to the studies' objectives, procedures, and those findings related to the investigator's project. Also, a brief critique will follow each study.

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<sup>1</sup>Edward J. Weber, "The Dropouts Who Go to School," Phi Delta Kappan, May, 1972, p. 571.

"One way to find out whether a product is good or not is to ask the consumer. He need not be an expert to tell what he likes or doesn't like about a certain kind of automobile, television set, or canned soup. Big business makes such consumer surveys to learn how to improve a product, a package or a service."<sup>2</sup>

Many of the following studies intended among other purposes to elicit from students, the educational consumers, their reactions concerning their continuation experiences and suggestions for improving the quality of the educational program, of which they were a part.

### 1955

An older study, but nonetheless interesting to those concerned with program evaluation, was a 1955 California project conducted by a research specialist hired by the California Committee on Continuation Education, and attached to the Bureau of Adult Education.<sup>3</sup> This study attempted to make constructive recommendations for the improvement of continuation education. Several questionnaires were devised and used with continuation school administrators, teachers, students, California probation departments and regular secondary school principals. Some interesting findings which relate to the investigator's study follow: The administrators or teachers in charge of 50 Continuation Education Programs in California responded to concerns about program organization, and management finance, facilities, suggestions for changes in the law, and other informational categories relating to continuation

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<sup>2</sup>William McCreary and Donald Kitch, Now Hear Youth, A Report on the California Cooperative Study of School Dropouts, and Graduates, Bulletin of California State Department of Education, Vol. XXII, No. 9, October 1953, p. 1.

<sup>3</sup>Evan Shaffer, "A Study of Continuation Education in California," Bulletin of the California State Department of Education, Vol. XXIV, No. 9 Aug. 1955, Sacramento, California, State Department of Education.



education. The teachers (160 of whom participated) indicated that continuation programs are meeting most students' needs.<sup>4</sup>

One thousand, one hundred and eleven students responded. The majority indicated that they preferred continuation to the regular school. Many (approximately 25 percent) were in continuation because they could benefit from longer hours of employment in order to meet financial commitments. The students were also particularly interested in learning the skills involved in applying for a job. This practical orientation on the students' part was further manifested by their perceived importance of the high school diploma as a job prerequisite.<sup>5</sup>

This California State study did not relate its objectives or instruments to Continuation State mandates or laws. Also, only descriptive statistics were used. However, this study was of value and interest to the investigator since continuation teachers, administrators and students were surveyed on recommendations for continuation program improvement.

#### 1961

In 1961, a questionnaire was mailed by the Bureau of Secondary Education to 330 school districts in California, 30 of which maintained continuation education.<sup>6</sup> Among some interesting findings, Lawrence White reports that teachers' and administrators' reasons for

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<sup>4</sup>Ibid., p. 48.

<sup>5</sup>Ibid., p. 60.

<sup>6</sup>Lawrence B. White, "Continuation Education for Disadvantaged Youth in California," Journal of Secondary Education, Vol. 37, 1962, No. 7, p. 399.

the existence of continuation education were the following:<sup>7</sup>

- (a) "The primary objective is student guidance, and adjustment -- personal, social, educational, and vocational,
- (b) A second major purpose is to encourage continued education by those students who drop out of the regular school program, and
- (c) A third most frequently mentioned objective is to satisfy the legal requirements of sections 5951-5955 of the educational code."

This survey study and instruments reflect 1961 program enrollments, and objectives and major problems as perceived by teachers and administrators. Although students' perceptions were not focused upon, the question relating to objectives for continuation education is also a concern of the investigator.

#### 1966

Glen Elder studied acceptance of continuation education in relation to student and institutional characteristics in a continuation school.<sup>8</sup> He collected data from 204 student questionnaires, and from interviews with teachers and students. Some interesting results follow:<sup>9</sup>

"Data examined thus far show student acceptance of continuation school to be negatively influenced by the school's public reputation and by a perceived lack of articulation between school attendance and meaningful vocational roles."

The investigator noticed that the objectives and instruments of Elder's study, concerned with only one continuation school on the West Coast, were unrelated to California State mandates or laws

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<sup>7</sup>Ibid., p. 401.

<sup>8</sup>Glen Elder, Jr., "The Schooling of Outsiders," Sociology of Education, 39, (Survey Research Center, University of California, Berkeley, California) Fall 1966, p. 324.

<sup>9</sup>Ibid., p. 340.

regarding continuation education. Also, the study employed descriptive statistics; i.e., frequency counts and percentages, in its analysis and discussion of findings. Value from this study was derived by noting the students' perceived need for meaningful vocational preparation, and tabled student variables as related to their acceptance of continuation school.

1967

Operation Reach, a proposal for extending exemplary approaches to the education of continuation students, as a first assignment contacted seventeen teachers, administrators, and counselors from successful "old established" (established prior to 1965) continuation programs to teach a group of new continuation personnel techniques and document these techniques and established philosophy in a handbook.<sup>10</sup> Among issues of major concern in continuation education, consultants discussed vocational training and program individualization since many continuation students prefer this non-competitive approach. Also noted was the importance of the personnel of such districts to think carefully about methods of transferring students in and out of the continuation program. "Often the image of the school and the success of the continuation student hinges to a large extent upon this procedure."<sup>11</sup>

During the second funding period of Operation Reach the thrust was to expand upon Abraham Lincoln High School's educational program

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<sup>10</sup>A SPEIR Project Publication, Operation Reach, Orientation to Continuation Education, Robert E. Ehlers, Director, Riverside, California: Riverside County Schools, August 1967.

<sup>11</sup>Ibid., p. 4.

(instructional materials and development of psychological and health services).<sup>12</sup> This school program was established in 1966 by the Riverside Unified School District to serve as Operation Reach's model continuation school.

Overall evaluation, reporting Abraham Lincoln Continuation High School's successes, was also a purpose of Operation Reach's second funding. It was found that 69 percent, or 40 students out of 58 continuation school students, indicated a desire to go to college, whereas only 37 percent of those from continuation classes indicated this aspiration. Such a result suggests the higher level of educational motivation on the part of continuation school students.<sup>13</sup> Other interesting findings, drawn from Operation Reach, are tabled below.

TABLE 1  
STUDENTS' APPRAISAL OF CONTINUATION EDUCATION<sup>14</sup>

Question	Continuation School		Continuation Class	
	Yes	No	Yes	No
Do you enjoy school more now than you did in the comprehensive high school?	55	7	17	2
Would you like to go to college after graduation?*	40	18	7	12

\* Denotes statistical significance at the 0.05 alpha level.

<sup>12</sup>A SPEIR Project Publication, Operation Reach, Final Report, September 1, 1967 - August 31, 1968, Offices of Imperial and Riverside Counties, Superintendents of Schools, State of California, p. 5.

<sup>13</sup>Ibid., p. 34.

<sup>14</sup>Ibid., p. 35.

Question	Continuation School		Continuation Class	
	Yes	No	Yes	No
Would you like to enter a technical school and learn a trade and/or acquire vocational skills for future employment?	45	11	11	7

Participants included in program evaluation in this phase of Operation Reach were students, teachers, administrators, parents of enrollees, and consultants. Although the participants were few in number - i.e., 34 parents, approximately 30 teachers and administrators, and approximately 80 students - both continuation school students and continuation class students, many interesting questions were asked producing both interesting data and techniques to stimulate program evaluation and innovation.

A final note of interest was the conclusion, on the part of five continuation consultants, that for further improvement of Abraham Lincoln Continuation School, flexibility in the area of individualization of student programs, and the development of school goals (which should be in harmony or compatible with Education Code Section 5950) were needed. A final contribution of Operation Reach was a handbook containing a revision of several parts of the 1967 Orientation to Continuation Education.

Operation Reach designed its questionnaire to solicit from participants descriptive data on aspects of Abraham Lincoln High School's program success. The survey instrument did not relate to California Continuation State laws.

This project suggests the possibility that certain methods/ techniques and class arrangements might make a difference in program success. The conclusions that the program should be flexible and goals should be designed to harmonize with Education Code 5950 are relevant to the investigator who is concerned with participants' perceptions as related to this cited code. The investigator felt that an apparent strength of this project was the staff's as well as parents' and students' involvement in program evaluation.

Another aspect of program success is the ability of the school to maintain student attendance. By checking 663 students, in three continuation programs, Stephen Yoas determined that there was no evidence to support the conclusion that programs having students with a higher number of dropout characteristics had higher dropout rates.<sup>15</sup> Therefore, a good instructional program with an attractive facility and an individualistic approach is "potentially the most fruitful approach to the attrition problem."<sup>16</sup>

The objectives and instruments of this study did not relate to continuation education's mandates or law. The study was concerned only with students at three continuation programs. Yoas' study relates to that of the investigator since it uses descriptive and inferential statistics. The resulting recommendation concerning individualization was an area the investigator also studied.

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<sup>15</sup>Stephen E. Yoas, "Relationship of Retention Rate of Continuation High School to Instructional Program and Characteristics of Students," (Unpublished Doctoral Dissertation, University of California, Berkeley, 1968), p. 89.

<sup>16</sup>Ibid., p. 90.

1969

In order to ascertain how well continuation programs develop competencies, Elder surveyed the status and experiences of former students several years after graduation.<sup>17</sup> He studied 1965 graduates of a continuation high school in the San Francisco Bay Area. "Approximately 85 percent of the 62 graduates were located in the Spring of 1967, and each member of the sample was mailed a short questionnaire."<sup>18</sup> With the follow-up mailings, the completion rate was 66 percent of the total graduate sample.

Some selected findings showed the following:<sup>19</sup>

- (1) "...Two-thirds of the girls and approximately half of the boys were married."
- (2) Of the boys, 20 percent were in the armed forces, and 60 percent were employed full time in semi-skilled, skilled, or low status white collar jobs.
- (3) "Fifty-eight percent of the boys reported that they had not experienced difficulty in getting the job they wanted."
- (4) "Most of the girls who weren't married were employed in full-time clerical or sales-type jobs."
- (5) Of the total group, "only two of the graduates were pursuing higher education," and "a third of the boys were enrolled in either apprenticeship programs or in trade schools."
- (6) "Lack of funds was the most frequently cited handicap to the realization of educational ambitions."
- And,
- (7) in terms of future scholastic ambition, a third of the group expected to go to community college.

As a measure of program success, "...all of the graduates felt that they had benefited more from continuation education than from other

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<sup>17</sup>Glen H. Elder, "Graduates of a Continuation High School: Their Life Patterns and Educational Attitudes," Journal of Secondary Education, November, 1969, p. 330.

<sup>18</sup>Ibid.

<sup>19</sup>Ibid., pp. 330-331.

schools they had attended."<sup>20</sup> They commented that the program was very motivating. However, the area of basic skills was cited as least helpful in self-improvement. Probably the most profound and self-evaluating question was: "If you were just entering high school and were free to choose the school in the district which you would most like to attend, would you choose the continuation school?"<sup>21</sup> Considering facilities and materials available at the comprehensive high school, "three-fifths of the boys and girls, whites and non-whites, claimed that they would choose continuation, 24 percent were uncertain and 15 percent gave a negative response."<sup>22</sup> Another interesting finding indicated that the majority of graduates felt that the enrollment in continuation would increase if all students were given the option to attend.

Elder did not relate his study objectives or research instruments to mandates or laws concerning continuation education. He employed only descriptive statistics (frequency counts and percentages) with graduated former continuation students from one San Francisco Bay Area school.

The investigator saw value in Elder's report since it was a follow-up study offering some evidence concerning continuation's effects upon the later lives of some graduates. Former students' reactions to the program were also valuable for program reform.

The evidence collected in this study seemingly points out positive feelings that these graduates had toward continuation. To more fully comprehend the positive effects of continuation, a study including the dropouts of such programs is needed.

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<sup>20</sup>Ibid., p. 332.

<sup>21</sup>Ibid.

<sup>22</sup>Ibid.



1969-1970

In 1971, Robert Shannon contributed to evaluative research on continuation education by studying the extent to which school districts in the six southern-most counties in California (Imperial, San Diego, San Bernardino, Riverside, Orange, and Los Angeles) have met the 1965 legislative order to establish recommended educational opportunities for continuation students.<sup>23</sup> By reviewing the California Administrative Code, Title V, and the suggested guidelines for successful continuation programs in state publications and bulletins, Shannon designed his study instrument. He constructed five null hypotheses and a five page questionnaire to be sent to the administrators of such programs in the aforementioned counties, to which 84 percent responded (36 schools and 20 classes representing 56 school districts). Among Shannon's findings, the following are of particular interest:<sup>24</sup>

- (1) "Students enrolled in continuation high school were generally housed in facilities not appropriate for educational purposes."
- (2) "A lack of supportive personnel in the areas of library services, guidance, health services, and psychologists seemed to exist. The respondents of 32 schools and 20 classes indicated that only one half of the schools and 4 of the classes had counselors assigned to their programs."
- (3) "Most administrators reported that their programs were unsatisfactory with respect to textbooks, supplies, equipment, housing, and those special services normally available at the comprehensive high school."
- (4) "Curriculum offerings for both types of programs appeared to be primarily academic in nature, with few programs offering courses in vocational areas. The data show that although 30 continuation

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<sup>23</sup> Robert G. Shannon, "An Analysis of Newly Established Continuation Education Programs in Six Southern California Counties, 1969-1970," (Unpublished Doctoral Dissertation, United States International University, 1971).

<sup>24</sup> Ibid., pp. 124-144.

schools offered programs in business education, only 7 of the 20 continuation classes offered similar courses.

- (5) "Most programs appeared to lack financial support from boards of education in providing comparable facilities, vocationally oriented programs, guidance-oriented courses, and a comparable support staff. Only 21 of 35 reporting continuation schools and 8 of 20 reporting class administrators seemingly indicated a belief that their programs were receiving financial support equivalent to other areas of special education."
- (6) Continuation programs appeared to be ineffective in providing for or assisting students in securing work experience in the community: "70 percent of continuation school respondents and 45 percent of continuation class administrators visited regularly with continuation school student employers on the job site." And,
- (7) The data did suggest that most programs were attempting to individualize instruction.

Student follow-up studies were not prevalent. Only 11 schools and 3 classes indicated their practice.

Shannon's results expressed in frequency tallies and percentages reflected only those of administrators. His constellation of findings, connected to the apparent lack of follow-up studies, indicates a need to survey former students' current status and impressions and recommendations for program improvement.

### 1970

In 1970, Davies proposed "to determine the status of continuation high schools in California" and the direction being taken in meeting the needs of students enrolled in these programs.<sup>25</sup> It was the additional intent of the study to investigate and display successful practices which

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<sup>25</sup>Lynn L. Davies, "Programs and Staffing of California Continuation High Schools," (Unpublished Doctoral Dissertation, University of Southern California, 1970).

could serve as models of change. Davies listed the following questions as objectives of his study:<sup>26</sup>

- (1) "Are continuation schools created since the 1965 legislation on continuation education, measurably different in program and staffing from those in existence prior to that time?
- (2) What types of programs are best meeting the needs of students in continuation high schools?
- (3) What are the most prevalent reasons given for referrals to continuation school?
- (4) How do staffing practices compare with those of regular comprehensive high schools?"

Davies referred to continuation high schools named in the 1967-68 California State Department of Education list of continuation schools and classes separate from the comprehensive high schools. He then looked at the program operations and staffing practices. The list included 138 continuation high schools. Thus 138 questionnaires were sent to all California continuation administrators. Returns with useable data were received from 73 schools (53 percent). Twenty continuation high schools and one opportunity school were visited, and a list of criteria (based on Davies' review of the literature, data sheet information and on site visitations) was presented to a panel of specialists for evaluation.

With information gathered from the literature, data sheets, interviews, and specialists, Davies drew the following conclusions:<sup>27</sup>

- (1) Very few programs have undergone accreditation. (74 percent of the schools studied weren't accredited and, according to 93.3 percent of the jurors, they should be.)

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<sup>26</sup>Ibid., p. 114.

<sup>27</sup>Ibid., pp. 118-125.

- (2) The most frequently reported reason for referral was academic failure and truancy.
- (3) The most common method of instruction reported was the contract method.

Some interesting findings by Davies included the following:<sup>28</sup>

- (1) "Vocational training should be provided" (12 or 85.7 percent of jurors cited agreement).
- (2) Continuation schools should have work education or work experience according to 92.8 percent of the jurors. Eighty-six point three percent of the 73 programs studied had such programs.
- (3) The continuation student stays almost 12 months or more specifically 11.6 months;
- (4) Forty percent of the teachers had masters degrees. Seventy-one percent had general secondary credentials, 49 percent were tenured and 64 percent were men. Also, 16 percent had special or partial-fulfillment credentials;
- (5) Individualized instruction by good staff members appeared to be the key to a successful continuation program in the opinion of 93.3 percent of the jurors; and,
- (6) "There was no set pattern as to why students left continuation school."

Davies uses descriptive statistics with administrators and specialists to determine the status of continuation programs in their role of meeting students' needs. Again inferential statistics are lacking however, students and teachers are also included in the investigation.

The findings have seemingly positive value to California continuation programs and should be consulted by program directors involved in continuation program development.

#### 1971

James Regan, in 1971, proposed to study Fremont Union High School District's continuation program in light of two basic objectives:

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<sup>28</sup>Ibid.

to determine its effect on the self-concept and attitudes of the students, and to design individual and group profiles to aid in recognizing potential continuation school students.<sup>29</sup>

Three primary samples were chosen from the general district population:<sup>30</sup>

- (a) students enrolled voluntarily and involuntarily in continuation programs;
- (b) potential continuation school students; and,
- (c) students dismissed from regular high school and placed in other regular schools in the district.

A questionnaire was used and interpretive findings showed that students responded more positively to the milieu of continuation school and viewed themselves more positively than when enrolled in the regular school.<sup>31</sup> This positive attitude was exemplified by more academic achievement and fewer discipline problems than seen in those students when enrolled in the regular high school program.

Regan studied a certain school district without relating his study and instruments to continuation laws. His survey was of students, only, and his findings employed descriptive as well as inferential statistics. Interesting aspects of Regan's study which relate to the investigator's study are the student profiles and demonstrated successes which a meaningful school, such as Fremont Continuation High School, can offer divergent youth.

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<sup>29</sup> James Regan, "Determining the Effectiveness of a Continuation High School," (Unpublished Doctoral Dissertation, University of Oregon, 1971).

<sup>30</sup> Ibid., p. 141.

<sup>31</sup> Ibid., p. 152.

1972

To assist school districts in evaluating their continuation programs, the Western Association of Schools and Colleges has developed a useful handbook<sup>32</sup> which "is designed to assist school or district in determining the effectiveness of its continuation education program. The process provides a sound method whereby a community, a school staff, and a student representation may study the school in all of its aspects -- to identify strengths and weaknesses and produce an outline giving directions for upgrading the program. Finally, the evaluation may culminate in the accreditation of the school."<sup>33</sup>

An example of this technique is as follows: Robert E. Botts reports on Will J. Reid School's 1968 participation in the Western Association of Schools and Colleges accreditation.<sup>34</sup> Twenty-five percent of the students (selected by drawing every fourth name from an alphabetized list) were interviewed by a qualified interviewer from outside the school. The instrument comprising of 34 questions identified by WASC was served to 92 students.

Some interesting findings were:<sup>35</sup>

- (1) Over 90 percent of the student respondents were very positive in regard to school efforts to personalize instruction;
- (2) The teachers and counselors were rated highly in the area of counseling;

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<sup>32</sup>Western Association of Schools and Colleges, Procedures for Appraising the Modern Continuation High School, Form A, 1973 Edition.

<sup>33</sup>Ibid., p. i.

<sup>34</sup>Robert E. Botts, "Will J. Reid: Profile on a CHS," Phi Delta Kappan, May 1972, p. 574.

<sup>35</sup>Ibid., p. 576.

- (3) "Over 86 percent indicated that they were doing better in continuation high school. Ninety-two percent affirmed that the school had helped them;"
- (4) "About one-half felt that the school needed a more aggressive program of getting jobs for students;"
- (5) "When students were asked to list things which they would like to have changed, however, there was no statistically significant single item;" and,
- (6) "Fourteen percent indicated a desire for a larger selection of electives."

This evaluative technique is basically designed to culminate in the accreditation of the continuation program. The study previously mentioned relates to one program's process of accreditation. Since students' perceptions of program content is an objective of this investigator's study, the findings of Botts' study are interesting.

#### 1973

Martin Pilgreen, in 1973, did a follow-up study of continuation study of Daily High School in Glendale Unified School District.<sup>36</sup> The purpose of Pilgreen's study was to appraise the effectiveness of Daily Continuation High School. The general question raised for examination was: How effectively do program, facilities, and class schedules at Allan F. Daily High School meet the needs of its students as evaluated by those who have attended at least one semester and who have gone on to other activities?<sup>37</sup> Of 116 responses to the study questionnaire, 78 were personal interviews.

Selected findings of Pilgreen's study which relate to the investigator's concerns are the following: of the 116 respondents, 98

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<sup>36</sup>Martin Pilgreen, "A Follow-Up Study of the Continuation Education Students" (Unpublished Doctoral Dissertation, University of Southern California, 1973).

<sup>37</sup>Ibid., p. 7.

were single, 15 were married and 3 were divorced. The most prevalent reason for enrolling in continuation was academic failure or credit deficiency, representing 31.4 percent of the total number of respondents. Boredom/tedium/rigidity of traditional school was listed as the second most cited reason, representing 25.2 percent of the total number of respondents. Most of the 116 respondents (87.9 percent) attended continuation for two years or less. Seventy-five percent of the respondents had graduated. Forty-seven respondents, representing 40.5 percent of the total group, went on to further educational pursuits after leaving Daily High School. The two-year college was the most often cited (51 percent) institution of higher learning attended. Fifty-four respondents, out of 69, said that they did plan to seek further training; and, said the community college and trade school were the most often cited at 38 and 28.5 percent, respectively.<sup>38</sup>

Although only 23 responded to the question about reasons for leaving school, 7 cited their reason as dislike of school, a lack of interest. The second most prevalent reason for 6 respondents was job or other interests in preference to school. Four cited marriage.

In response to the question of how helpful was Daily High School in preparation for future life, Pilgreen found the following results:

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<sup>38</sup>Ibid., pp. 59-78.



TABLE 2  
PREPARATION FOR FUTURE LIFE<sup>39</sup>

Daily's Helpfulness In Preparation for:	Helpful Frequency/ Percent	Not Helpful Frequency/ Percent	Uncertain Frequency/ Percent
Future education	77/66.1	17/15.6	20/18.3
Written expression	56/57.9	33/30.6	19/17.6
Oral expression	70/63.1	26/23.4	15/13.5
Reading	63/58.3	29/26.9	16/14.8
Getting a job	58/52.3	41/26.9	12/10.8
Holding a job	52/48.6	33/30.8	22/20.6
Getting along with others	77/70.6	20/18.3	12/11.0
Thinking through problems	81/73.6	15/13.6	14/12.7
Basic mathematics	60/52.6	33/30.7	19/16.7
Conducting personal business	63/58.9	23/21.5	21/19.6
Managing home and family	52/49.1	38/35.8	16/15.1

Another interesting finding was the cited 68.1 percent of respondents in favor of individualized instruction and the 75.2 percent of respondents who would have dropped out or quit school had Daily High School not existed.

<sup>39</sup>Ibid., p. 78.

Pilgreen's study and instruments were unrelated to California continuation laws. He surveyed former students of one certain continuation program and expressed his findings with descriptive statistics. This follow-up study was valuable since many of its concerns; i.e., program elements, suggested modification, and students' personal information and future plans parallel those of this investigator. The former students' perceptions of the school program and their success in the community are areas which this investigator also pursued.

Eldo Hageman decided to study what "techniques were considered of positive or negative significance by the teachers," or to determine what activities constitute, in the teachers' opinions, a good continuation program. Once these teaching methods were collected, they were categorized to determine if "teachers and students of continuation high schools [continuation classes were not involved] would rank the activities in similar order."<sup>40</sup>

The total sample consisted of 208 (out of 600) teachers, and 1,744 (out of 2,500) students from 58 schools in San Joaquin Valley.

Among selected findings, teachers viewed the continuation schools best served by individualization as opposed to the lock-step academic appraisal. Teachers and students, both agreed on the general ranking of the categories of activities.

Hageman's study and instruments did not relate to California continuation laws. Rather, he was concerned with successful teaching techniques soliciting reactions and suggestions of students and teachers.

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<sup>40</sup>Eldo Hageman, "An Analysis of Curriculum Practices in Continuation Schools Using the Critical Incident Technique," (Unpublished Doctoral Dissertation, University of Southern California, 1973), p. 83.

Since the investigator is also interested in what makes a program successful, selected findings were interesting particularly since teachers and students can generally agree on which teachers' activities are desirable.

Fabrizio found in his study of two groups of students attending regular and experimental continuation programs that "a changed educational environment incorporating multi-learning experiences and individualized instruction can positively affect the cognitive and affective growth of divergent youth."<sup>41</sup> This study again emphasizes the importance of a varied and stimulating approach to learning to meet the needs of continuation youth.

Fabrizio's study and instruments were unrelated to the continuation education code or laws. Rather, the objective of program environment and its affect on continuation students was studied. The method, employing inferential test statistics, was applied to two continuation programs. This study was of interest to this investigator since it was also concerned with program content and affect upon students.

As a measure of program success, Roland A. Krausen reported that 50 graduates of the two-year-old Dewey Banking Cluster class, found jobs in Bay Area banks. This represents a "100 percent testimonial to the banking cluster's success."<sup>42</sup>

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<sup>41</sup>Mark J. Fabrizio, "A Study to Identify Cognitive and Affective Changes in Divergent Youth Attitudes and Self Concepts in an Experimental Continuation High School," (Unpublished Doctoral Dissertation, United States International University, 1973), Dissertation Abstracts International, p. 3254-A.

<sup>42</sup>Roland A. Krausen, "Of Banks and (Student) Interest," American Education, March 1973, p. 11.

Krausen's comments were directed toward reporting, in descriptive terms, the success of students of a particular program component. No continuation law was related to in the report. His paper is interesting to this investigator since it measures direct program results.

When asked about the perceived role of the continuation programs in Los Angeles during 1973-74, 286 teachers and principals of both continuation and comprehensive high schools completed their questionnaires by stating that continuation serves "problem students" and helps the potential nongraduates to obtain high school diplomas. Thus, as concluded by Riemann, continuation serves the needs of those unsuccessful in the regular school strata.<sup>43</sup>

Although this study included only the perceptions of Los Angeles teachers and principals in regard to the function of continuation programs, Reimann's findings parallel a concern asked by this investigator.

#### 1974

The State Department of Education in Sacramento, California, annually reports "Data Concerning Continuation Education in California."<sup>44</sup> This report serves to meet the requirements of Education Code Section, 5958, stated below:

The governing board of a school district or school districts, as the case may be, maintaining special continuation education classes shall provide for an independent

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<sup>43</sup>Robert Reimann, "The Role of the Los Angeles Continuation High School as Perceived by Continuation Principals, High School Principals, Continuation Teachers and High School Teachers During the 1973-74 School Year," (Unpublished Doctoral Dissertation, Brigham Young University, 1974, Dissertation Abstracts International).

<sup>44</sup>This data can be found in the fall Edition of the Clip Sheet on Continuation Education, California State Department of Education, Biannual Publication.

study of the effectiveness of such program and file a copy of the report on such study with the Department of Education. (Added by Stats. 1970, Ch. 1206.)

This data, which can be found in Appendix D for school years 1970-1974, report statistical trends on the composition of California continuation student enrollees, gathered from year-end school district reports. Most excerpts from the report are as follows: population enrolled in continuation programs, the ratio of boys to girls in the program, the age distribution of student enrollees, the major reason for student participation in the program, student turnover, those receiving high school diplomas, those participating in work experience programs, ethnic composition, number of teachers serving in the program, and other descriptive data.

The reader will also find data concerning San Joaquin County Continuation Programs in Appendix D, which the investigator assembled from individual district year-end reports for that particular county. Extracting certain data from this County Summary Sheet, one is interested to notice that 900 students were sent to continuation as a result of administrative assignment. The number represents 63.2 percent of the total population of San Joaquin County Continuation students for the school year, 1973-74. Five hundred and twenty-four students went to continuation by their own request. This number represents 36.7 percent of San Joaquin County Continuation students for the school year, 1973-74.

Other interesting data extracted from the County summary sheet for the school year 1973-74 show that 702 students left continuation education before the school year ended, for reasons other than graduation. One hundred and twenty-five students transferred to another school. One

hundred and thirty-one students graduated from high school during the year. Two hundred and ten students held work permits. Another 293 students were enrolled in work experience programs. The percentages of the total number of students, enrolled in San Joaquin County Continuation Programs during the school year 1973-74, for the above selected findings are as follows: 49.2 percent, 8.7 percent, 9.1 percent, 14.7 percent, and 20.5 percent, respectively.

~~This descriptive data describe population and student characteristics~~ without evaluating the actual content and perceived value of programs being offered in California, and in San Joaquin County. Also, only administrators complete the State form which does not allow for anything other than objective reporting.

The profile information on students is relevant to the present study since such information is also sought by this investigator.

#### SUMMARY

The second chapter of this dissertation reviewed the research and literature specifically pertaining to studies evaluating California continuation programs. The studies were taken in a historical perspective and abstracted according to objectives, methods, and major findings as related to the investigator's study.

A short critique following each study indicated that evaluations thus far are lacking in the following areas:

- (1) Most studies did not relate their study objectives and survey instruments to state codes relating to continuation programs.
- (2) Most studies employed only descriptive statistics.

Inferential statistics, however, would supply the researcher with conclusions extending beyond the sample statistics themselves.

- (3) Most studies did not survey all participants of continuation programs; i.e., students, teachers, administrators, and parents. And,
- (4) Many of the study's reported only surveyed one program, therefore, not allowing for induction or inference to a larger population.

The investigator concluded from the review of related literature and research that an evaluative study touching upon the actual content and perceived value of continuation education programs being offered was needed. Also, it was felt that by incorporating the objectives of Education Code 5950 into study instruments and by questioning administrators, students and teachers of several continuation programs some interesting findings of positive value would be found. Further by employing inferential as well as descriptive statistics certain study findings could be extended beyond the sample statistics to a larger population. It is hoped for by the investigator that the present study will inspire improvements in continuation education.

The method of the study will be presented in Chapter 3.

## Chapter 3

### METHOD OF THE STUDY

This chapter presents the method and instruments used to evaluate continuation programs in San Joaquin County and to follow up former students of such programs.

### SETTING OF THE STUDY

#### Geographical Area

Although there are 58 counties in California ranging in population from 500 persons in Alpine County to 6,737,300 persons in Los Angeles County, the researcher decided to study San Joaquin County located in the central section of Northern California, whose population is 305,100 persons.<sup>1</sup>

### IDENTIFICATION OF THE POPULATION

#### The Population

The experimentally accessible population for this study consisted of former students of continuation programs in San Joaquin County who physically attended continuation instruction for at least 180 hours during one or more of the following years: 1971-72, 1972-73, and 1973-74, and who ranged in age from 18 to 20 years during the beginning of

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<sup>1</sup>Stockton Chamber of Commerce figures, 1973.



data collection (October, November, 1974). The teachers in the study consisted entirely of continuation teachers in San Joaquin County who taught full-time during the school year 1973-74.

### The Sample

The researcher constructed a list of former students as potential study participants in a stratified random procedure,<sup>2</sup> in two school districts (school districts B and E) participating in the study. A stratification, based upon chronological age and sex of former students, was done on these two districts due to their large numbers of former students fulfilling study parameters. For school district B, stratification was done on all former students (18, 19, and 20 year-old boys and girls). For school district E, stratification was done on 18 and 19 year-old boys only. All other teachers and former students of participating school districts were not sampled but were taken in their entirety to achieve sufficient study stability.

Table 3 shows, according to school districts, those former students who were identified and those who participated in the study. School districts who participated in the study were assigned letters arbitrarily to insure district anonymity. The table should be read as follows: School district A, having an experimentally accessible population of 89 in their former student group, had a total of 30 former students participate in the study, 3 of whom returned their questionnaires to the interviewer by mail. Furthermore, this participation

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<sup>2</sup>Audrey Haber and Richard Runyon, General Statistics, Addison-Wesley, May, 1971, Table of Random Numbers, p. 381.

TABLE 3  
DISTRIBUTION AND PARTICIPATION OF FORMER STUDENTS  
OF CONTINUATION PROGRAMS, ACCORDING TO  
SCHOOL DISTRICTS IN SAN JOAQUIN COUNTY  
1971 - 1974

School District	Experimentally Accessible Population	Sample list	Participation			Total	Percentage of participation of E.A.P.**
			Personal Contacts	Q* Sent	Re-turned Q*		
A	89		27	(17)	3	30	33.7
B	342	150	70	(38)	22	92	26.9
C	17		1	(11)	7	8	47.0
D	100		32	(5)	2	34	34.0
E	190	152	27	(0)	0	27	14.2
F	93		28	(40)	9	37	39.7
Total	831		185		43	228	

\* Questionnaire

\*\* Experimentally Accessible Population

of 30 represents 33.7% of the experimentally accessible population for school district A. School district B, which had an experimentally accessible population of 342 in the former student group, was sampled, arriving at 150 in the sample. Ninety-two former students participated, 22 of whom sent their questionnaires to the researcher by mail. This number, 92, represents 26.9% of school district B's experimentally accessible population. The reader should read school districts C through F in similar manner.

Table 4 shows, according to school districts, teachers identified and those who participated in the study. Four program administrators were included in teacher participation since they also teach a class(es) and the teacher's instrument was appropriately designed to include this small group. School district A, having an experimentally accessible population of 6 teachers, shows participation on the part of 5, or 83.3%. School districts B through F are referred to similarly.

In terms of this study, a "personal contact" refers to one of the following: The investigator or assistant met with the respondent in a personal interview, the investigator interviewed the participant over the telephone, or the instrument was delivered to the home of the respondent, explained and later picked up. This latter approach was necessary since some participants could not arrange to meet with or speak to the investigator.

Those numbered under the cell heading "returned questionnaires" were those respondents who returned their questionnaires to the investigator by mail since they lived outside of San Joaquin County, or preferred to participate in this manner.

TABLE 4

DISTRIBUTION AND PARTICIPATION OF TEACHERS OF  
CONTINUATION PROGRAMS, ACCORDING TO SCHOOL  
DISTRICTS IN SAN JOAQUIN COUNTY  
1973 - 1974

School District	Experimentally Accessible Population	Personal Contacts	Participation Q* Sent	Re-turned Q*	Total	Percentage of participation of E.A.P.**
A	6	5	(1)	0	5	83.3
B	14	11	(3)	3	14	100.0
C	1	1	(0)	0	1	100.0
D	5	5	(0)	0	5	100.0
E	9	7	(2)	2	9	100.0
F	6	6	(0)	0	6	100.0
Total	41	35		5	40	

\*Questionnaire

\*\*Experimentally Accessible Population

## THE INSTRUMENT

The researcher constructed a questionnaire to gain information from the participants concerning their: (1) personal background, (2) perceived value and experience with continuation high school diploma activities, occupational orientation and guidance, and (3) reactions and suggestions for improving the continuation program which they experienced.

Critical evaluations and suggestions concerning the questionnaire's readability, function as a research instrument and acceptance or rejection of questionnaire items were offered by two current continuation students, two teachers currently teaching in continuation programs, and dissertation committee members. Also, the California State Consultant of Continuation Education (Dr. J. Eales) examined the questionnaire in terms of readability and adequacy of sections B, C, and D ("High School Diploma", "Occupational Orientation", and "Guidance") in representing the implications of Education Code 5950. (See Appendix C for his approving comments.) The researcher also reviewed Dr. Pilgreen's study instrument since he did a follow-up study of former continuation students.<sup>3</sup> The researcher further reviewed the California State Department, Vocational Section and Human Factors Research "Graduate Follow-up Questionnaire" to improve the present study instrument.<sup>4</sup>

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<sup>3</sup>M. Pilgreen, "A Follow-up Study of the Continuation Education Students" (unpublished Doctoral dissertation, University of Southern California, 1973, p. 122). University Microfilms, A Xerox Company, Ann Arbor, Michigan.

<sup>4</sup>California State Department, Vocational Sections and Human Factors Research, "Graduate Follow-up Questionnaire," pp. 2-3.

The instruments were also field tested on two former students of continuation programs in San Joaquin County and two teachers currently teaching in continuation programs in San Joaquin County.

The final draft of the questionnaire or interview guide, both being identical, reflected the suggestions of reviewers. (See Appendix A for instruments.) The former students' instrument was printed in booklet form. The teachers' copy was xeroxed and stapled. With exception to questions soliciting suggestions for program revision, the instruments consisted primarily of a convenient check-off format.

The researcher also served the principals of each continuation program under study with a one-page questionnaire asking for information about the following: program origin, certified and ancillary personnel, program accreditation, student referral processes, and budget and course offerings. Along with this short inquiry, the administrator was asked to examine the plant facilities by using "The School Plant Questionnaire" developed by the Accrediting Commission for Secondary Schools.<sup>5</sup> Both administrative questionnaires and all their comments can be found in Appendix B of this study.

#### DATA COLLECTION

The criteria. The sampling list was random and stratified according to sex and chronological age of former students of two districts (B and E) participating in the study because of their large numbers of former students meeting study parameters. The sampling was considered adequate

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<sup>5</sup> Accrediting Commission for Secondary Schools, Procedures for Appraising the Modern Continuation High School, Form A, 1973 Edition, "The School Plant", pp. 69-72.

when the following criteria had been met: (1) questionnaires/interview guides were completed by 25% of the experimentally accessible population of former students of each school district participating in the study, and (2) questionnaires/interview guides were completed by 80% of the experimentally accessible population of teachers of each school district participating in the study.

#### Sources of Data

Each school district was contacted to gain permission and support for the study. After approval was granted, the researcher was supplied with attendance files containing the names, addresses, telephone numbers, and attendance data on former students. Each school district also provided teachers' names, addresses, and telephone numbers.

Although the researcher had former students' addresses and telephone numbers (last known by the school districts), other sources of information (directory assistance, the telephone directory, and leads) were consulted in order to find former students who had moved and/or changed their telephone numbers. Since the post office forwards mail for one calendar year if the party who has moved has requested such a service, this aid was also used by the investigator.

#### The Procedure

All the teachers in the study were contacted during the summer of 1974. The researcher approached teachers during this period of time since they wouldn't be as busy with school work and there would be less communication among and between teachers on questionnaire items. The researcher contacted the teachers and set times which were mutually convenient. Most of the interviews were conducted in the homes of teacher

respondents. Five questionnaires were mailed because the researcher could not persuade the teacher to be personally interviewed because of some teachers' summer schedules.

The former students were contacted during the interval from October, 1974 to February, 1975. The researcher telephoned and/or went to the former students' homes to arrange a time for the interview. Those former students who moved out of San Joaquin County were sent a questionnaire by mail. These mailed questionnaires carried a personal note at the top of the first page explaining its purpose, how they (the respondents) could help, and expressing gratitude for their time. Follow-up post cards and telephone calls were used to encourage nonrespondents to return their questionnaires. The researcher enclosed proper postage and a self-addressed envelope with each mailed questionnaire. There were also some former students in San Joaquin County who couldn't, because of individual circumstances, arrange to meet with the investigator. These persons were also mailed questionnaires, interviewed by telephone, or had a questionnaire left at their home to be picked up later or mailed back to the researcher.

Those former students who had no telephone, or whose telephone number was disconnected were investigated by the researcher who went to their last-known address. If address information was also incorrect, further investigation through directory assistance, the telephone directory, leads, and available mail forwarding services were used. If all of the above proved unsatisfactory, the person, in terms of this study's procedure, was considered missing and the next name on the list was considered.



While the actual completion of the questionnaires required 25-30 minutes, the interviews often lasted from one hour to one hour and a quarter. This additional time was due primarily to the subject's additional comments, information, and discussion offered. The investigator sat with the subject as he/she filled out the form. If the subject was having difficulty with reading and/or writing, the investigator filled in the participants' comments. Through the use of this personal interviewer-interviewee technique, ambiguities could be cleared up and subjects' questions could be answered.

Due to the large number of former students and the wide distribution of addresses, the researcher hired and trained some assistants to help interview students in all school districts, except in District C.

#### RESEARCH QUESTIONS

The investigator decided to examine and report on the following general areas:

- A. What are the personal backgrounds of the participants?
- B. To what degree are the intentions of Education Code Section 5950 being followed/applied according to the perceptions of former continuation students and teachers currently teaching in continuation programs in each district under study? And,
- C. What reactions and suggestions do the respondents have for improving the continuation program in which they have participated?

Since the study was exploratory in nature, the investigator did not use stated hypotheses. Rather, the following specific research questions were asked about study participants' responses:

1. Do former students of differing sex differ in their responses to questionnaire items?

2. Do former students of differing age levels differ in their responses to questionnaire items?

3. Do the responses of former students who were sent by the school administration to continuation high school differ from the responses of former students who personally requested admission to continuation high school?

4. Is there a relationship between the numbers of semesters former students attended continuation high school and their responses to questionnaire items?

5. Do the responses of former students who have high school diplomas differ from the responses of former students who do not have high school diplomas?

6. Do the responses of former students who have had schooling since continuation high school differ from the responses of former students who have not had schooling since continuation high school?

7. Do the responses of former students who desire further schooling differ from the responses of former students who do not desire further schooling?

8. Is there a relationship between years of teaching experience and responses to questionnaire items?

9. Is there a closer relationship between the responses of teachers and former students who personally requested continuation high school, than between the responses of teachers and former students who were sent to continuation high school?

10. Is there a closer relationship between the responses of teachers and former students who have earned a high school diploma, than between the responses of teachers and former students who have not earned a high school diploma?

### STATISTICAL PROCEDURES

In analyzing the results, the investigator coded cards representing each questionnaire response. Open-ended questions were categorized and also keyed onto punched cards.

Questions A, B, and C were presented descriptively, by using frequency counts and percentages.

In answering research questions 1 - 10, the analysis of variance was first used to see if there were significant differences between the six school districts, under study. Since no significant differences existed between districts, districts were pooled as a total group and analyzed, using the analysis of variance on research questions 1 - 8, and confidence intervals on research questions 9 and 10.

### ADDITIONAL INFORMATION

In addition to interviewing former students and current teachers of continuation programs, the researcher administered to each participating school district continuation principal "The School Plant Questionnaire"<sup>6</sup> as mentioned before in this chapter under the section heading, THE INSTRUMENT. Results from this inquiry, as well as from the administrator's one-page questionnaire, can be found in Appendix B.

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<sup>6</sup>Accrediting Commission for Secondary Schools, op. cit., pp. 69-72.

## SUMMARY

This chapter has been concerned with the methodology used in the study. It has described the setting of the study, the former student experimentally accessible population and sample, the teacher population, and the instruments' design and its use in gathering data. Research questions and the procedures used to analyze the data were also discussed.

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Chapter 4 will present the findings of the study.

## Chapter 4

### STUDY FINDINGS

#### INTRODUCTION

This chapter contains the findings arrived at by reporting data obtained by the procedures described in Chapter 3. As reported in the previous chapter, there were a total of 228 former students who participated in the study. One hundred and eighty-five (81.1 percent) were personally contacted and 43 (18.8 percent) returned questionnaires. Of the 40 teachers who participated, 35 (87.5 percent) were personally contacted and 5 (12.5 percent) returned questionnaires.

This chapter will report frequency counts, by district and total county, on questionnaire items for former students and for teachers, and will respond to the research questions by using the analysis of variance on questions 1 - 8 and confidence intervals on questions 9 and 10. The first part of Chapter 4 will report, with tables and some narrative, descriptive data on the following general areas:

- A. What are the personal backgrounds of the participants?
- B. To what degree are the intentions of Education Code 5950 being followed/applied according to the perceptions of former continuation students and teachers currently teaching in continuation programs in each district under study? And,
- C. What reactions and suggestions do the respondents have for improving the continuation program in which they have participated?

## NARRATIVE ON DESCRIPTIVE DATA

Introduction

The first section of the descriptive data presentation will concern itself with the general area: "What are the personal backgrounds of the participants?"

In reading the following tables, the reader should be aware of the following: the total number (N) of each districts' study participants head frequency columns. Certain questionnaire items allowed the respondents to check one answer, whereas other items allowed for several responses. The investigator decided to highlight some of the total county findings; thus, some tabled data have been discussed. Unless otherwise mentioned in the narrative, percentages will be based upon total numbers of participants; i.e., 228 for former students and 40 for teachers. And, former students will be discussed first, followed by a discussion of teachers' responses on each general area presented.

Personal Information on Former  
Continuation Students

Former students participating in the study were comprised of 87 eighteen year olds, 87 nineteen year olds and 54 twenty year olds. Of these 228 former students, 134 were male and 94 were female. Also, 174 (76.3 percent) of the respondents were single. Ninety-eight (42.9 percent) had accomplished the 11th grade level and 94 (41.2 percent) had accomplished the 12th grade level.

Table 5, A-5, reports on the questionnaire item: "What are you currently doing?" Respondents were told that they could check more than one response. Of these 228 respondents, 96 (42.1 percent) indicated that they were working full or part-time. Another 59 respondents (25.8

TABLE 5  
PERSONAL INFORMATION ON FORMER CONTINUATION STUDENTS  
PARTICIPATING IN THE STUDY

	Districts			D	E	F	Total County
	A	B	C				
N	30	92	8	34	27	37	228
A. BACKGROUND							
1. AGE							
18 years	14	27	4	14	12	16	87
19 years	10	38	3	13	9	14	78
20 years	6	27	1	7	6	7	54
2. SEX							
Male	19	47	6	25	17	20	134
Female	11	45	2	9	10	17	94
3. MARITAL STATUS							
Single	23	70	7	30	20	24	174
Married	6	18	1	3	5	11	44
Divorced	1	3	0	0	1	2	7
Widowed	0	0	0	0	0	0	0
Separated	0	1	0	1	1	0	3
4. HIGHEST GRADE LEVEL ACHIEVED IN SCHOOL. (Please Circle)							
9th	1	0	1	1	0	0	3
10th	3	7	1	3	2	4	20
11th	13	41	3	17	10	14	98
12th	12	37	2	11	15	17	94
13th	1	3	1	1	0	2	8

TABLE 5. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
4. (continued)							
14th	0	2	0	1	0	0	3
15th	0	1	0	0	0	0	1
5. WHAT ARE YOU CURRENTLY DOING? (Please check appropriate responses; you may check more than one.)							
Working (full-time)	9	23	3	13	6	8	62
Working (part-time)	3	14	3	6	5	3	34
Going to School (full-time)	0	12	1	3	1	1	18
Going to School (part-time)	2	7	1	0	2	4	16
Being a Parent	1	2	0	1	1	0	5
Housewife	4	13	0	3	5	6	31
Armed Services	2	5	0	0	0	2	9
Unemployed	10	23	2	8	5	11	59
Looking for a Job	4	21	3	6	7	14	55
Not Looking for a Job	2	10	0	2	0	1	15
In the Clergy	0	0	0	0	0	0	0
Disabled	0	1	0	0	0	0	1
In Job Corp	1	1	0	0	0	0	2
In Jail	0	2	0	0	0	0	2
Working at Home	0	0	0	1	0	0	1
6. IF YOU ARE PRESENTLY WORKING, WHO HELPED YOU GET YOUR JOB?							
Relative	4	7	3	3	3	3	23
Friend	0	6	0	5	1	2	14
School/Agency	2	7	0	0	1	3	13
Self	7	16	2	8	8	1	42



TABLE 5. (continued).

	District						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
7. WHY DID YOU ATTEND CONTINUATION SCHOOL? (Please check the major reason.)							
Assigned by the Administration	15	56	6	23	13	13	126
Went by my own request	15	34	1	10	11	20	91
Delayed or late enrollment in the district	0	0	1	0	0	1	2
For the benefit of longer hours of employment than the regular school would allow.	0	2	0	1	1	3	7
Health Problem	0	0	0	0	2	0	2
8. IF YOU WERE SENT BY ADMINISTRATIVE ACTION, WHY WERE YOU? (Please check the major reason.)							
Due to discipline problems, including truancy	14	51	5	23	11	12	116
For the benefit of the academic program	1	5	1	1	2	1	11
For the benefit of longer hours of employment than the regular school would allow	0	1	0	0	0	0	1
Due to other reasons	0	0	0	0	0	0	0
9. HOW LONG DID YOU ATTEND CONTINUATION HIGH SCHOOL? (Please check one response.)							
One semester or less	2	14	2	3	6	3	30
One semester to two semesters	14	20	3	10	8	8	63
Two semesters to three semesters	5	17	1	6	2	2	33
Three semesters to four semesters	4	12	0	6	6	6	34
Four semesters or more	5	27	2	8	5	18	65
10. DID YOU GRADUATE FROM HIGH SCHOOL?							
Yes	6	30	2	7	15	16	76
No	24	61	6	27	12	21	151

TABLE 5. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
10 (continued)							
IF YOU ANSWERED "YES" TO NUMBER 10, THROUGH WHICH SCHOOL DID YOU <u>EARN</u> YOUR DIPLOMA? (Please check one.)							
Continuation High School	2	14	1	3	11	12	43
Regular High School	1	4	1	2	3	1	12
Adult Education	1	4	0	0	1	1	7
Community College	0	0	0	0	0	0	0
High School Equivalency Program at University of the Pacific	0	0	0	0	0	1	1
The Armed Services	0	3	0	0	0	0	3
High School Equivalency Test	2	6	0	2	0	1	11
Correspondence Courses	0	0	0	0	0	0	0
Trade School	0	0	0	0	0	0	0
Summer School	0	0	0	1	0	0	1
11. IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, DO YOU PLAN TO?							
Yes	12	46	5	18	9	14	104
No	11	14	1	8	3	7	44
Unknown	1	1	0	0	0	0	2

TABLE 5. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
11. ((continued)							
IF YOU ANSWERED "YES" TO NUMBER 11, HOW DO YOU PLAN ON ACCOMPLISHING THIS GOAL? (Please check those items which apply.)							
Continuation High School	0	1	0	1	2	2	6
Regular High School	0	1	0	1	0	0	2
Adult Education	4	28	3	5	5	3	48
Community College	2	7	1	4	1	0	15
Job Corp	1	0	0	0	0	0	1
The Armed Services	1	4	0	1	0	0	6
High School Equivalency Test	6	12	0	5	2	6	31
Correspondence Courses	0	0	0	0	0	0	0
Trade School	1	6	1	1	0	0	9
High School Equivalency at University of the Pacific	0	0	0	0	0	1	1
12. IF YOU QUIT CONTINUATION HIGH SCHOOL, WHY DID YOU DO SO? (Although several may apply, please check the one which was the principal reason.)							
Graduated from High School	2	15	1	3	11	12	44
Turned 18 years of age	4	14	0	6	3	3	30
Went back to the regular high school	2	8	2	3	2	2	19
Need to work	4	11	1	4	5	2	27
Pregnancy	1	2	0	0	0	2	5
Marriage	2	5	0	2	2	4	15
Disciplinary difficulties	1	4	1	4	0	5	15
Entered the military	1	8	0	0	0	2	11
Illness	0	1	0	1	0	0	2

TABLE 5. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
12. (continued).							
Poor academic achievement	3	3	0	0	1	0	7
Needed at home	0	3	0	0	0	0	3
Lack of interest	7	11	3	7	2	13	33
Moved away	0	1	0	2	0	2	5
Went to another school	2	3	0	0	0	0	5
Disagreement with the school over credits	1	1	0	2	0	0	4
13. HAVE YOU HAD ANY SCHOOLING SINCE CONTINUATION HIGH SCHOOL?							
Yes	10	52	2	16	9	17	106
No	20	40	6	18	18	20	122
IF YOU ANSWERED "YES" TO ITEM 13, WHAT KIND OF SCHOOLING HAVE YOU HAD? (You may check several responses if they apply.)							
Trade School	0	17	0	1	2	4	24
Regular High School	4	13	2	5	3	2	29
The Armed Services	2	5	0	1	0	3	11
Summer School	0	5	1	1	1	0	8
Institutes/Work Shops	0	1	0	0	0	0	1
Home Instruction	0	2	0	0	0	0	2
Business School	0	4	0	0	0	0	4
Community College	2	16	1	9	0	4	32
Four Year College/University	0	0	0	0	0	0	0
Correspondence Classes	1	1	0	0	0	1	3
Sensitivity groups	0	0	0	1	0	0	1
Adult Education	3	8	1	3	6	2	23
Job Corp	1	0	0	0	0	0	1

TABLE 5. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
13. (continued).							
High School Equivalency Program at University of the Pacific	0	3	0	0	0	3	6
Other	0	1	0	0	0	0	1
14. DO YOU PLAN ON ATTENDING SCHOOL IN THE FUTURE?							
Yes	21	76	6	23	20	27	173
No	9	15	2	10	6	10	52
Unknown	0	1	0	0	1	0	2
IF YOU ANSWERED "YES" TO ITEM 14, WHAT KIND OF SCHOOLING HAVE YOU IN MIND? (You may check several responses, if they apply.)							
Trade School	6	21	3	7	8	9	54
Regular High School	0	1	0	0	1	0	2
The Armed Services	1	6	0	1	0	3	11
Summer School	0	1	0	0	0	0	1
Institutes/Work Shops	1	2	0	1	0	1	5
Church Instruction	0	0	0	1	0	1	2
Business School	2	9	1	2	0	4	18
Community College	9	36	3	12	6	6	72
Four Year College/University	0	13	1	4	1	4	23
Correspondence Courses	0	3	0	0	0	2	5
Sensitivity groups	0	0	0	2	0	1	3
Adult Education	2	10	2	4	3	1	22
Job Corp	1	0	0	0	0	0	1
High School Equivalency Program at University of the Pacific	0	0	0	0	0	1	1
Undecided	1	0	0	1	1	1	4

TABLE 5. (continued)

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
15. WHAT AREAS INTEREST YOU THE MOST?							
Agricult., horticult., forestry	9	8	3	14	4	4	42
Art	11	23	0	6	10	7	57
Business Courses	3	27	1	8	6	9	54
Canning	0	4	0	2	2	1	9
Carpentry	10	15	2	6	2	5	40
Cooking	7	18	1	9	3	9	47
Crafts	9	20	1	10	2	9	51
Drama, Speech	2	6	0	2	2	2	14
Drug Education	6	13	0	5	4	2	30
English, Literature, Writing	7	14	1	5	7	6	40
Foreign Languages	3	9	1	3	0	1	17
Gardening	4	7	0	7	2	3	23
Geography	2	2	1	3	2	0	10
Math, Reading, Social Skills	2	1	0	0	3	0	6
Health Education	5	11	1	7	5	7	36
History	2	9	1	5	3	2	22
Home Repairs	6	7	0	9	4	6	32
Knitting	2	5	0	3	1	4	15
Music	9	32	2	14	7	8	72
Photography	10	18	2	9	6	5	50
Physical Education	8	21	0	3	5	6	48
Self-Awareness	8	20	0	14	4	4	50
Science	2	10	1	6	4	0	23
Sex Education	3	8	1	8	6	1	27
Sewing	4	12	1	2	4	7	30
Shop	14	15	1	10	12	4	56
Upholstery	4	9	0	7	0	4	24
Work Experience	7	23	1	12	5	8	56

TABLE 5. (continued)

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
16. WHICH AREAS DO YOU FEEL STUDENTS MOST NEED TO LEARN FOR SUCCESSFUL COMMUNITY LIVING? (You may check as many as you think appropriate.)							
Agricul., horticult., forestry	4	19	1	2	4	7	37
Art	1	2	1	0	3	2	9
Business Courses	17	47	3	13	11	16	107
Canning	0	4	0	0	0	2	6
Carpentry	3	11	2	3	6	6	31
Cooking	5	26	1	1	6	9	48
Crafts	2	7	0	0	3	4	16
Drama, Speech	0	18	0	3	2	1	24
Drug Education	7	33	2	6	6	11	65
English, Literature, Writing	11	49	1	7	16	14	98
Foreign Languages	2	25	0	3	4	9	43
Gardening	2	7	1	2	0	3	15
Geography	3	17	0	2	6	7	35
Math, Reading, Social Skills	6	12	0	10	3	1	32
Health Education	4	38	2	7	11	17	79
History	5	25	0	3	4	8	45
Home Repairs	4	22	2	4	6	9	47
Knitting	1	3	0	0	0	0	4
Music	2	9	0	0	0	2	13
Photography	1	5	0	1	2	0	9
Physical Education	4	31	1	4	6	7	53
Self-Awareness	8	46	3	4	7	11	89
Science	0	18	1	2	3	8	32
Sex Education	6	28	1	7	7	10	59
Sewing	0	11	0	0	1	4	16
Shop	4	16	1	3	2	3	29

TABLE 5. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	9	34	27	37	228
16. (continued).							
Upholstery	0	4	0	1	1	3	9
Work Experience	9	46	3	12	8	18	96
17. IN YOUR OPINION, WHAT DO YOU FEEL THE CONTINUATION HIGH SCHOOL, IN GENERAL, IS TRYING TO ACCOMPLISH?							
To help students who have had discipline problems.	5	14	4	11	2	3	39
To offer students a personalized approach	12	50	0	7	18	17	104
To give those students, who couldn't make it in regular high school, another chance.	3	19	0	7	5	5	39
To help the unmotivated students.	3	22	0	2	2	3	32
No idea	4	2	2	1	0	2	11



percent) indicated that they were unemployed and 55 (24.1 percent) indicated that they were looking for a job. Of the 92 former students working, 42 (45.6 percent) commented that they got their jobs themselves.

Table 5, A-7, reports on the questionnaire item "Why did you attend continuation school?" One hundred and twenty-six (55.2 percent) of the total study respondents perceived this reason as being an administrative assignment. However, 91 (39.9 percent) of the respondents considered their program participation personally requested. Of those 126 subjects sent by the administration, 116 (92 percent) perceived that their placement was due to disciplinary problems, including truancy.

Table 5, A-9, presents a bimodal distribution of numbers of semesters former students have attended continuation high school. It appears that the two most frequently cited responses were one semester to two semesters, with a frequency tally of 63, and four semesters or more, with a frequency tally of 65.

Table 5, A-10, focuses upon the question: "Did you graduate from high school?" Of 227 respondents who answered this item, 76 (33.4 percent) had graduated, whereas 151 (66.5 percent) had not. Of these 76 respondents who had graduated, 43 (56.5 percent) indicated that they had earned their diploma through continuation high school.

Table 5, A-11, treats the question: "If you did not graduate from high school, do you plan to?" Of 150, 104 (69.3 percent) responded affirmatively. Since respondents could indicate various ways of accomplishing this goal, several methods were indicated. The most frequently marked was adult education with a frequency tally of 48, followed by the high school equivalency test marked by 31.

Table 5, A-12, treats the question: "If you quit continuation high school, why did you do so?" Of 225 respondents the most frequently mentioned reasons were the following: 44 (19.5 percent) graduated from high school, 30 (13.3 percent) turned 18 years of age, and 33 (14.6 percent) quit due to lack of interest.

Table 5, A-13, examines results of the question: "Have you had any schooling since continuation high school?" Of 228 respondents, 122 (53.5 percent) checked "no." Respondents could mark various types of schools they have experienced. Of the 106 who answered "yes," the most frequently cited types of school attended were the community college cited by 32 (30 percent), followed by regular high school cited by 29 (27.3 percent), and trade school cited by 24 (22.6 percent).

Table 5, A-14, responds to the questionnaire item: "Do you plan on attending school in the future?" Of 227 respondents, 173 (76.2 percent) replied in the affirmative. Respondents could indicate various types of schools in which they were interested in attending. Of these 173, 72 (41.6 percent) indicated that they were interested in attending community college. And, 54 (31.2 percent) were interested in trade school.

Table 5, A-15, reflects answers to the questionnaire item: "What areas interest you most?" Respondents were allowed to check as many areas as they felt appropriate. The most frequently cited interest was music, with a frequency tally of 72 (31 percent) of the total 228 respondents. The next most frequently stated interests were art cited by 57 (25 percent), shop cited by 56 (24.5 percent), and work experience cited by 56 (24.5 percent).

Table 5, A-16, reports on the questionnaire item: "Which areas do you feel students most need to learn for successful community

living?" Again, respondents were allowed to check as many areas as they felt appropriate. Of the 228 respondents, 107 (46.9 percent) cited business courses, followed by 98 (42.9 percent) who indicated English, literature, writing, 96 (42.1 percent) who cited work experience and 89 (39 percent) who cited self-awareness.

Table 5, A-17, listed responses to the questionnaire item: "In your opinion, what do you feel the continuation high school, in general, is trying to accomplish?" Since this item was open ended, the investigator created various categories. Most respondents' comments could seemingly be interpreted as offering the students a personalized approach to learning. However, other categories were created since they specifically were stated by the respondents. Also, the investigator put some of the former students' comments into two categories. Noticeably, the opinion expressed by most (104, 45.6 percent) respondents was that continuation high school is trying to offer students a personalized approach to learning.

#### Personal Information on Continuation Teachers

Continuation teachers participating in the study numbered 40. Of these 40 respondents, 21 (52.5 percent) held the Master of Arts degree. And 38 (95 percent) possessed the secondary credential.

Table 6, A-3, reports on the questionnaire item: "Why did you decide to teach at Continuation high school?" Of 40 respondents, 19 (47.5 percent) stated that they wanted to teach continuation students. Another (32.5 percent) commented that it was the only available job at the time.

Table 6, A-4, reports that 30 (75 percent) of the teacher

TABLE 6

PERSONAL INFORMATION ON CONTINUATION TEACHERS  
PARTICIPATING IN THE STUDY

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
A. BACKGROUND							
1. HIGHEST DEGREE ACHIEVED IN SCHOOL?							
B.A./B.S.	4	5	1	3	5	1	19
M.A.	1	9	0	2	4	5	21
Ed.D./Ph.D.	0	0	0	0	0	0	0
2. PLEASE LIST CREDENTIALS HELD.							
Elementary	2	2	0	2	1	0	7
Secondary	5	12	1	5	9	6	38
Vocational or Driver's Training	1	1	0	0	2	0	4
Administrative	1	2	0	0	2	1	6
Pupil Personnel, Jr. College, or Adult Education	0	2	1	2	3	3	11
3. WHY DID YOU DECIDE TO TEACH AT CONTINUATION HIGH SCHOOL?							
It was the only available job at the time.	3	4	0	1	3	2	13
I was not satisfied with my "regular" teaching assignment.	1	0	0	1	2	0	4
I wanted to teach this type of student.	1	8	0	3	4	3	19
I requested the appointment.	0	0	1	0	0	0	1
I was transferred into the program.	0	2	0	0	0	1	3

TABLE 6. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
4. DO YOU HAVE TENURE IN THE DISTRICT?							
Yes	5	11	1	4	5	4	30
No	0	3	0	1	4	2	10
5. ARE YOU A FULL-TIME OR PART-TIME CONTINUATION TEACHER?							
Full-Time	5	14	1	5	9	6	40
Part-Time	0	0	0	0	0	0	0
6. LIST THE MAJOR SUBJECT(S) YOU TEACH.							
Language Arts	3	5	1	5	3	1	18
Math-Science	2	3	1	5	0	3	14
Social Studies	3	5	1	5	3	1	18
Arts and Crafts	1	1	0	1	1	1	5
Functional Activities, which include: Home Economics, Drivers Education, First Aid, Business Training and/or Consumer Education	1	4	0	1	4	4	14
7. HOW LONG HAVE YOU TAUGHT AT CONTINUATION HIGH SCHOOL? (Please Circle)							
1 year	0	5	0	1	1	3	10
2 years	0	1	0	0	4	1	6
3 years	0	1	1	0	1	1	4
4 years	1	1	0	0	2	1	5
5 years	0	2	0	1	1	0	4
6 years	2	0	0	1	0	0	3
7 years	2	1	0	1	0	0	4
8 years or more	0	3	0	1	0	0	4

TABLE 6. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
8. DURING THE SCHOOL YEAR 1973-74 WERE YOU GIVEN A SYLLABUS OR COURSE OF STUDY FROM WHICH TO FOLLOW FOR THE YEAR IN PROGRAM PLANNING?							
Yes	2	6	0	0	2	0	10
No	3	8	1	5	7	6	30
9. WHAT SUBJECTS DO YOU ENJOY TEACHING THE MOST?							
Agricul., horticult., forestry	0	1	0	0	0	0	1
Art	0	1	0	0	3	1	5
Business Courses	1	5	0	1	2	1	10
Canning	0	0	0	0	0	1	1
Carpentry	0	0	0	0	1	0	1
Cooking	0	0	0	1	1	1	3
Crafts	0	1	0	1	1	2	5
Drama, Speech	0	2	0	1	1	1	5
Drug Education	1	2	1	1	2	0	7
English, Literature, Writing	4	7	0	4	3	1	19
Foreign Languages	0	1	0	0	2	0	3
Gardening	0	1	0	0	1	1	3
Geography	1	1	0	2	3	0	7
Health Education	2	3	1	2	2	0	10
History	1	6	0	4	3	2	16
Home Repairs	1	1	0	0	0	0	2
Knitting	0	2	0	0	0	0	2
Music	0	0	0	0	2	1	3
Photography	1	2	0	0	2	1	6
Physical Education	1	0	0	0	1	0	2

TABLE 6. (continued).

Districts							Total
A	B	C	D	E	F	County	
N	5	14	1	5	9	6	40
9. (continued).							
Science	2	2	0	2	1	0	7
Self-Awareness	2	3	1	4	3	2	15
Sex Education	0	1	1	3	2	2	9
Sewing	0	0	0	2	1	2	5
Shop	0	1	0	0	0	0	1
Upholstery	0	2	0	0	0	0	2
Work Experience	2	5	0	3	1	2	13
Math	0	2	0	1	0	1	4
Reading	0	2	0	0	0	0	2
Driver's Education	0	1	0	0	1	0	2
10. WHICH AREAS DO YOU FEEL STUDENTS MOST NEED TO LEARN FOR SUCCESSFUL COMMUNITY LIVING?							
Agricult., horticult., forestry	0	0	0	0	1	0	1
Art	0	1	0	0	0	1	2
Business Courses	3	3	0	2	2	3	13
Canning	1	1	0	0	0	0	2
Carpentry	1	1	0	0	0	0	2
Cooking	1	1	0	1	2	0	5
Crafts	0	1	0	0	1	0	2
Drama, Speech	0	1	0	1	1	0	3
Drug Education	2	3	0	0	1	0	6
English, Literature, Writing	3	5	0	2	2	2	14
Foreign Languages	0	1	0	0	0	0	1
Gardening	0	3	0	0	1	0	4
Geography	1	2	0	0	0	0	3
Health Education	3	7	0	0	4	1	15
History	0	1	0	1	1	0	3
Home Repairs	3	5	0	0	2	1	11

TABLE 6. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
10. (continued).							
Knitting	0	1	0	0	0	0	1
Music	0	1	0	0	0	0	1
Photography	0	0	0	0	0	0	0
Physical Education	0	2	0	0	2	0	4
Science	1	1	0	0	0	0	2
Self-Awareness	3	8	1	4	6	3	25
Sex Education	3	4	0	2	2	2	13
Sewing	1	2	0	2	0	0	5
Shop	1	2	0	0	0	1	4
Upholstery	0	1	0	0	0	0	1
Work Experience	3	7	0	2	4	3	19
Math	0	1	1	0	0	1	3
Reading	0	2	1	0	0	0	3
Driver's Education	0	0	0	0	0	0	0
11. IF YOU PLAN ON TEACHING NEXT YEAR, DO YOU PLAN ON TEACHING AT CONTINUATION HIGH SCHOOL?							
Yes	5	11	1	5	7	6	35
No	0	2	0	0	2	0	4
IF "YES", WHY?							
I like it.	5	6	1	3	5	4	24
I can't find anything else.	0	0	0	0	0	0	0



TABLE 6. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
11. (continued).							
IF "NO", WHY?							
On leave of absence	0	1	0	0	0	0	1
Transferred to another school	0	1	0	0	1	0	2
Needed a change	0	0	0	0	1	0	1
12. IN YOUR OPINION, WHAT DO YOU FEEL THE CON- TINUATION SCHOOL, IN GENERAL, IS TRYING TO ACCOMPLISH?							
Develop functional skills	2	4	0	1	0	3	10
Provide a personalized approach	5	12	1	5	9	6	38
Provide the opportunity to obtain a high school diploma	1	4	0	0	1	3	9

participants had tenure in their districts. Table 6, A-5, expresses the finding that 40 (100 percent) were full-time teachers. Table 6, A-6 expresses the finding that all major subjects are taught. And, as expressed in Table 6, A-7, 10 teachers (25 percent) had taught one year at their continuation high school.

When asked in the questionnaire if they were given a syllabus or course of study from which to follow for the year in program planning, 30 teachers (75 percent) checked "no." This finding can be seen in Table 6, A-8.

Table 6, A-9, responds to the questionnaire item: "What subjects do you enjoy teaching the most?" Respondents generally checked several areas. The most frequently cited subjects were the following: English, literature, writing reported by 19 (47.5 percent) of the teachers, history reported by 16 (40 percent) of the teachers and self-awareness which 15 (37.5 percent) of the teachers mentioned.

Table 6, A-10, focuses upon the item: "Which areas do you feel students most need to learn for successful community living?" Respondents were allowed to check several areas. The three most frequently commented upon areas were the following: self-awareness, with a frequency of 25, work experience, cited by 19 respondents, and health education, checked by 15 respondents.

Table 6, A-11, points out that 35 (87.5 percent) of the respondents planned on teaching at continuation high school next year. (Since this question was asked during the summer of 1974, this teaching intention covers the school year 1974 - 75.) Of the 35 teachers who responded affirmatively, 24 (68.5 percent) decided to stay with continuation because they liked it.

Table 6, A-12, cites reasons perceived by teachers for objectives of continuation high school. This item was open-ended and, consequently was categorized into three areas. Thirty-eight (95 percent) of the teachers felt that continuation provided a personalized approach to learning. Since the teachers comments were, in some cases, placed in one or more areas, there were more than 40 tally marks in the summation of the categories.

The narrative will now focus upon the second general area of concern: "To what degree are the intentions of Education Code Section 5950 being followed/applied according to the perceptions of former continuation students and teachers currently teaching in continuation programs, in each district under study?" Responses of former students will be taken first.

#### Perceptions of Former Continuation Students Concerning Aspects of Courses

Of 227, 161 former student respondents (70.9 percent) in Table 7, B-1, agreed that they were informed of the requirements necessary for obtaining a high school diploma.

In Table 7, B-2, of 227, 156 (68.7 percent) respondents agreed that they were informed on the ways of fulfilling graduation requirements.

Table 7, B-3, treats the questionnaire item: "I selected some of my courses while at continuation." Of 217 respondents, 142 (65.4 percent) answered affirmatively by checking the response "Yes, I was allowed to choose some courses each semester."

In Table 7, B-4, 101 (44.6 percent) of the 226 respondents felt that their program was entirely directed to their special needs.

Table 7, B-5, reports 84 (37 percent) of the 227 respondents as

TABLE 7

PERCEPTIONS OF FORMER CONTINUATION STUDENTS  
CONCERNING ASPECTS OF COURSES

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
B. HIGH SCHOOL DIPLOMA							
1. I WAS INFORMED OF THE REQUIREMENTS NECESSARY FOR OBTAINING A HIGH SCHOOL DIPLOMA.							
Yes, I was completely informed of them.	22	65	2	23	25	24	161
I was told most of them.	5	14	4	6	0	12	41
I was told none of them.	2	7	1	1	1	0	12
I have no opinion on this.	1	5	1	4	1	1	13
2. I WAS INFORMED ON THE WAYS OF FULFILLING THE GRADUATION REQUIREMENTS.							
Yes, I was always informed of ways of com- pleting high school requirements.	21	60	2	23	22	28	156
I was told how to complete requirements occasionally.	6	18	4	6	3	6	43
I was never told how to fulfill require- ments.	3	6	1	0	1	1	12
I have no opinion on this.	0	7	1	5	1	2	16
3. I SELECTED SOME OF MY COURSES WHILE AT CONTINUATION.							
Yes, I was allowed to choose some courses each semester.	14	56	1	19	23	29	142
Occasionally I was allowed to choose a course.	11	20	3	11	2	6	53

TABLE 7. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
3. (continued).							
I was never able to choose a course.	4	10	3	1	0	0	18
I have no opinion on this.	1	5	1	3	2	2	14
4. I WAS OFFERED AN INDIVIDUALIZED APPROACH TO LEARNING (A PROGRAM TAILORED TO MY NEEDS WITH SPECIAL PERSONAL ATTENTION FROM THE TEACHER AND/OR A TUTOR).							
Yes, my program was entirely directed to my special needs.	11	40	0	16	15	19	101
The program was individualized somewhat (to a moderate degree).	14	30	5	9	9	9	76
No, I was never given an individualized program.	3	15	3	5	1	4	31
I have no opinion on this.	2	5	0	4	2	5	18
5. I FOUND THE LEARNING MATERIALS TO BE VARIED AND INTERESTING.							
Yes, I found all materials to be varied and interesting.	5	25	0	4	13	17	64
Most materials were varied and interesting.	13	37	2	10	8	14	84
In general, the materials were not varied and interesting.	10	19	4	15	3	4	55
I have no opinion on this.	2	10	2	5	3	2	24

TABLE 7. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
6. I FOUND THE CLASS SIZE TO BE SATISFACTORY.							
My classes were not too large.	25	54	6	28	24	30	167
Some of my classes were too large	2	23	1	1	3	3	33
Most of my classes were too large	1	6	0	1	0	2	10
I have no opinion on this	2	8	1	4	0	2	17
7. I FOUND THAT THE TEACHERS WERE INTERESTED IN AND UNDERSTANDING OF ME.							
Yes, I definitely felt that they were.	15	42	5	13	23	22	120
Some teachers were.	12	40	1	12	3	12	80
Most teachers were not interested.	2	5	1	3	1	1	13
I have no opinion on this.	1	4	1	6	0	2	14
8. MOST CLASS SESSIONS INVOLVED GROUP DISCUSSIONS.							
Yes, during most class sessions, we had group discussions.	7	11	4	6	8	14	50
A few class sessions had group discussions.	11	47	3	20	17	19	117
We never had time for group discussions during class.	10	28	0	2	0	2	42
I have no opinion on this.	2	5	1	6	1	2	17
9. PLEASE CHECK THE FOLLOWING FACILITIES THAT WERE AVAILABLE TO YOU WHILE YOU ATTENDED CONTINUATION CLASSES.							
Library	8	61	1	11	23	7	111
Shop	3	2	1	4	1	1	12
Kitchen	0	0	0	1	12	8	21
Cafeteria/Snack Bar	1	17	1	7	0	0	26

TABLE 7. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
9. (continued).							
Science Lab	10	49	0	2	7	1	69
Sewing Machines	1	1	0	1	10	10	23
Recreation Area	21	33	3	6	22	2	87
Physical Education	5	6	3	11	11	0	36
Business Equipment	14	60	0	10	25	23	132
Hobbies/Crafts' Room	2	4	0	1	9	12	28

finding most learning materials to be varied and interesting.

Table 7, B-6, reports the finding that 167 (73.5 percent) of the 227 respondents commented that their classes were not too large.

Table 7, B-7, reports 120 (52.8 percent) of the 227 respondents who definitely felt that the teachers were interested in, and understanding of themselves (students).

Table 7, B-8, reports 117 (51.7 percent) of the 226 respondents who agreed with the statement: "A few class sessions had group discussions."

The questionnaire item in Table 7, B-9, allowed students to check none, one or more facilities that they had available to them while attending continuation. The most frequent findings were the following: 111 (48.6 percent) of the respondents who cited a library, and 132 (57.8 percent) of the respondents who cited business equipment.

#### Perceptions of Continuation Teachers Concerning Aspects of Course

Table 8, B-1, states 35 (87.5 percent) of the 40 teachers saying that they were completely informed of the requirements necessary for obtaining a high school diploma.

Table 8, B-2, reports that 33 (82 percent) of the 40 teachers agreed that students are always informed of ways of completing high school requirements.

Table 8, B-3, reports that 38 (95 percent) of the 40 teachers believed that students are allowed to select some of their courses each semester.

Table 8, B-4, reports that 38 (95 percent) of the 40 teachers checked the response that their (teacher's) program is entirely directed



TABLE 8

PERCEPTIONS OF CONTINUATION TEACHERS  
CONCERNING ASPECTS OF COURSES

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
B. HIGH SCHOOL DIPLOMA							
1. I AM AWARE OF THE REQUIREMENTS NECESSARY IN OBTAINING A HIGH SCHOOL DIPLOMA.							
Yes, I am completely informed of them.	4	14	1	5	7	4	35
I know most of them.	1	0	0	0	2	1	4
I know none of them.	0	0	0	0	0	0	0
I have no opinion on this.	0	0	0	0	0	1	1
2. STUDENTS ARE INFORMED ON THE WAYS OF FULFILLING GRADUATION REQUIREMENTS.							
Yes, they are always informed of ways of completing high school requirements.	3	11	1	5	8	5	33
They are informed of the ways of com- pleting requirements occasionally.	2	3	0	0	1	1	7
They never are told of ways.	0	0	0	0	0	0	0
I have no opinion on this.	0	0	0	0	0	0	0
3. STUDENTS ARE ALLOWED TO SELECT SOME OF THEIR COURSES.							
Yes, they choose some courses each semester.	5	14	0	4	9	6	38
Occasionally they choose a course.	0	0	0	1	0	0	1
They never are able to choose a course.	0	0	1	0	0	0	1
I have no opinion on this.	0	0	0	0	0	0	0

TABLE 8. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
4. I OFFER MY STUDENTS AN INDIVIDUALIZED APPROACH TO LEARNING. (A program tailored to individual needs with special personal attention from me or a tutor.)							
Yes, my program is entirely directed to the students' special needs.	4	14	0	5	9	6	38
My program is individualized to a moderate degree.	1	0	1	0	0	0	2
No, the program I offer is not individual- ized.	0	0	0	0	0	0	0
I have no opinion on this.	0	0	0	0	0	0	0
5. I THINK MY STUDENTS FIND MY MATERIALS VARIED AND INTERESTING.							
Yes, I feel that students feel/think that all materials were varied and interesting.	0	5	0	0	3	2	10
As a whole, I think my students find most of my materials varied and interesting.	5	9	1	5	5	4	29
Materials are not selected on the basis of interest and variety.	0	0	0	0	0	0	0
I have no opinion on this.	0	0	0	0	0	0	0
6. YOUR CLASS SIZE WAS MANAGEABLE.							
My classes are not too large	5	12	1	1	6	5	30
Some of my classes are too large	0	2	0	4	1	1	8
Most of my classes are too large	0	0	0	0	1	0	1
I have no opinion on this.	0	0	0	0	0	0	0

TABLE 8. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
7. THE TEACHERS, IN MY SCHOOL, ARE INTERESTED IN AND UNDERSTANDING OF THE STUDENTS.							
Yes, I definitely feel they are.	4	8	0	2	8	6	28
Some teachers are.	1	5	1	3	1	0	11
I feel that most are not interested.	0	1	0	0	0	0	1
I have no opinion on this.	0	0	0	0	0	0	0
8. MOST CLASS SESSIONS INVOLVED GROUP DISCUSSIONS.							
Yes, during most class sessions, we had group discussions.	0	0	1	2	0	0	3
A few of our class sessions had group discussions.	5	10	0	3	8	5	31
We never had time for group discussions during class.	0	2	0	0	1	1	4
I have no opinion on this.	0	2	0	0	0	0	2
9. PLEASE CHECK THE FOLLOWING FACILITIES WHICH ARE AVAILABLE TO STUDENTS ATTENDING CONTINUA- TION.							
Library	0	4	0	4	9	3	20
Shop	0	0	0	3	1	1	5
Kitchen	0	3	0	1	7	4	15
Cafeteria/Snack Bar	0	2	0	2	0	0	4
Science Lab	5	9	0	3	0	0	17
Sewing Machines	0	6	0	2	9	6	23
Recreation area	3	8	0	1	9	2	23
Physical Education	2	0	0	3	8	0	13
Business Equipment	4	13	0	3	9	6	35
Arts/Crafts Area	2	2	0	0	7	4	15

to the students' special needs.

In Table 8, B-5, 29 (74.3 percent) of the 39 teacher respondents felt that, as a whole, their students found most of their materials varied and interesting.

Table 8, B-6, reports 30 (76.9 percent) of the 39 teacher respondents as agreeing with the statement: "My classes are not too large."

In Table 8, B-7, 28 (71.7 percent) of the 39 teacher respondents ~~agreed with the statement:~~ "Yes, the teachers in my school are interested in and understanding of the students."

Table 8, B-8, cites 31 (77.5 percent) of the 40 teachers checking the response: "A few of our class sessions had group discussions."

The questionnaire item, directed towards ascertaining which facilities were available to students while attending continuation high school, disclosed the following: 35 (87.5 percent) of 40 respondents checked business equipment and 23 (57.5 percent) checked sewing machines and recreation area, as shown in Table 8, B-9.

#### Perceptions of Former Students Concerning Occupational Orientation

Of 224 former student respondents in Table 9, C-1, 90 (40 percent) felt that most of the teachers were aware of the job market.

Table 9, C-2, reflects respondents frequency tallies on materials which were used with them while at continuation. Since respondents could check more than one material, the most frequently marked were the following: vocational reading material which 155 (67.9 percent) indicated and tests to measure abilities, marked by 121 (53 percent) of the respondents.

In Table 9, C-3, most often checked for occupational activities

TABLE 9

PERCEPTIONS OF FORMER CONTINUATION STUDENTS  
CONCERNING OCCUPATIONAL ORIENTATION

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
C. OCCUPATIONAL ORIENTATION							
1. I FELT THAT THE TEACHERS WERE AWARE OF THE JOB MARKET/WORK OPPORTUNITIES FOR THEIR STUDENTS.							
Most of the teachers were aware of the job market.	13	33	2	10	13	19	90
Some of the teachers were aware of the job market.	6	36	2	10	8	8	70
None of the teachers were aware of the job market.	9	8	1	3	2	2	25
I have no opinion on this.	2	14	3	9	3	8	39
2. PLEASE CHECK THE FOLLOWING MATERIALS WHICH WERE USED WITH YOU, WHILE AT CONTINUATION.							
Vocational reading material	19	63	1	24	21	27	155
Vocational films	14	40	1	6	11	22	94
Tests to measure interests	8	43	1	8	9	14	83
Tests to measure abilities	14	57	3	13	15	19	121
Work permits	12	31	3	6	18	8	78

TABLE 9. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
3. PLEASE CHECK THE FOLLOWING ACTIVITIES WHICH YOU EXPERIENCED WHILE AT CONTINUATION.							
Guest speakers to talk about jobs and opportunities.	6	52	0	5	7	6	76
Field trips to job sites	0	27	0	1	10	12	50
An accepting community	4	12	1	3	10	4	34
Work experience at school	2	30	1	2	10	6	51
Work experience in the community	4	28	1	3	11	10	57
Job counseling	10	32	0	3	7	1	53
Job placement	0	28	0	1	10	9	48
Job follow-up (they visited you at work, they spoke with your employer, etc.)	3	9	0	1	5	2	20
Group discussion	7	28	2	4	6	16	63
Business training (typing, shorthand, office machines)	8	50	0	3	16	14	91
R.O.P. or R.O.C. (regional occupational programs)	0	9	0	0	0	2	11
4. WHICH SINGLE STATEMENT BEST DESCRIBES YOUR PRESENT JOB OR, IF UNEMPLOYED, THE JOB YOU ARE LOOKING FOR?							
In a field for which I received specific high school training.	0	4	0	0	2	3	9
In a field related to my high school training.	4	7	0	6	3	4	24
In a field unrelated to my high school training.	25	72	8	28	14	30	177

TABLE 9. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
5. WHAT WAS YOUR HIGH SCHOOL OCCUPATIONAL CHOICE?*							
Promotion and Direct Contact Sales	0	2	0	0	0	0	2
Management and Planning	0	0	0	0	1	0	1
Retail Sales and Services	0	0	0	0	1	0	1
Clerical and Secretarial Work	1	9	0	0	1	2	13
Paying, Receiving, and Bookkeeping	0	1	0	2	0	1	4
Office Machine Operation	1	3	0	0	0	0	4
Storage, Dispatching, and Delivery	0	0	0	0	0	0	0
Human Services Crafts	1	0	0	1	0	1	3
Repairing and Servicing Home and Office Equipment	0	0	0	1	0	0	1
Growing and Caring for Plants/Animals	3	1	1	1	0	0	6
Construction and Maintenance	3	9	1	3	1	2	19
Transport Equipment Operation	0	3	0	0	0	0	3
Machine Operating, Servicing, and Repairing	3	2	0	2	1	2	10
Engineering and Other Applied Technologies	0	0	0	0	0	0	0
Natural Sciences and Mathematics	0	0	0	0	0	0	0
Medicine and Medical Technologies	0	2	0	1	0	0	3
Social Sciences and Legal Service	0	2	0	1	0	0	3
Creative Arts	0	0	0	0	1	1	2
Applied Arts (Verbal)	0	0	0	0	0	0	0
Applied Arts (Visual)	0	1	1	0	1	0	3
Popular Entertainment	0	2	0	1	0	0	3

\* American College Testing Program, Handbook Users' Guide Career Planning Program, Boston, Mass.: Houghton and Mifflin Company, 1974.

TABLE 9. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
5. (continued).							
Education and Social Services	0	4	0	1	0	0	5
Nursing and Human Care	0	5	0	1	0	1	7
Personal and Household Services	0	1	0	0	0	0	1
Law Enforcement and Protective Services	0	4	0	2	0	3	9
6. WHAT IS YOUR PRESENT OCCUPATIONAL CHOICE?*							
Promotion and Direct Contact Sales	0	0	0	0	0	0	0
Management and Planning	1	0	0	0	1	0	2
Retail Sales and Services	0	1	0	0	0	0	1
Clerical and Secretarial Work	1	7	1	1	0	1	11
Paying, Receiving, and Bookkeeping	0	2	0	1	0	1	4
Office Machine Operation	2	3	0	0	0	1	6
Storage, Dispatching, and Delivery	0	1	0	0	1	2	4
Human Services Crafts	1	3	0	2	0	1	7
Repairing and Servicing Home and Office Equipment	0	0	0	2	1	1	4
Growing and Caring for Plants/Animals	2	0	2	4	0	2	10
Construction and Maintenance	3	20	3	3	1	1	31
Transport Equipment Operation	2	3	0	0	2	1	8
Machine Operating, Servicing, and Repairing	1	4	0	4	2	4	15
Engineering and Other Applied Technologies	0	0	0	0	0	0	0
Natural Sciences and Mathematics	0	0	0	0	0	0	0
Medicine and Medical Technologies	1	2	1	0	0	0	4
Social Sciences and Legal Service	0	1	0	2	0	0	3
Creative Arts	0	0	0	0	1	2	3
Applied Arts (Verbal)	1	0	0	0	0	0	1
Applied Arts (Visual)	0	0	0	0	0	1	1
Popular Entertainment	0	2	0	0	0	0	2

\* Ibid.



TABLE 9. (continued).

		Districts						Total County
		A	B	C	D	E	F	
N		30	92	8	34	27	37	228
6.	(continued).							
	Education and Social Services	2	6	0	0	0	0	8
	Nursing and Human Care	1	9	0	1	0	1	12
	Personal and Household Services	0	0	0	1	0	0	1
	Law Enforcement and Protective Services	1	6	0	1	1	1	10
7.	WHO HELPED YOU MOST IN PLANNING FOR THE FUTURE WHEN YOU WERE GOING TO CONTINUATION?							
	Teachers	10	33	3	5	17	14	82
	Counselors	2	34	0	2	7	3	48
	Parents	9	25	3	8	8	11	64
	Friends	5	18	0	5	3	2	33
	Self	6	15	11	11	1	11	45

experienced while attending continuation high school were business training with a frequency tally of 91 (39.9 percent) and guest speakers marked by 76 (33.3 percent) of the respondents.

Table 9, C-4, expresses data for the questionnaire item: "Which single statement best describes your present job, or, if unemployed, the job you are looking for?" One hundred and seventy-seven (77.6 percent) of the respondents indicated their answer as being in a field unrelated to their high school training.

Most frequently cited as their high school occupational choice (listed by 13 or 5.7 percent of the respondents in Table 9, C-5) was clerical and secretarial work. A second popular choice was construction and maintenance work, listed by 19 (8.3 percent) of the respondents.

When asked what their present occupational choice was, Table 9, C-6, shows construction and maintenance as being most frequently marked by 31 (13.5 percent) of the former students, followed by machine operating, servicing and repairing checked by 15 (6.5 percent) of the respondents.

When asked: "Who helped you most in planning for the future?", respondents could check more than one group. Table 9, C-7 lists teachers as being most frequently marked, by 82 (35.9 percent) of the respondents, followed by parents, checked by 64 (28 percent) of the former students.

#### Perceptions of Continuation Teachers Concerning Occupational Orientation

Table 10, C-1 shows 24 (60 percent) of 40 teacher respondents indicating that most teachers are aware of the job market for their students.

TABLE 10

PERCEPTIONS OF CONTINUATION TEACHERS  
CONCERNING OCCUPATIONAL ORIENTATION

	District						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
C. OCCUPATIONAL ORIENTATION							
1. I FEEL THAT TEACHERS ARE AWARE OF THE JOB MARKET/WORK OPPORTUNITIES FOR THEIR STUDENTS.							
Most of the teachers are aware of the job market.	3	12	0	3	1	5	24
Some of the teachers are aware of the job market.	2	2	1	2	8	1	16
None of the teachers are aware of the job market.	0	0	0	0	0	0	0
I have no opinion on this.	0	0	0	0	0	0	0
2. PLEASE CHECK THE FOLLOWING MATERIALS WHICH ARE BEING USED WITH THE STUDENTS AT CON- TINUATION.							
Vocational reading material	5	13	1	5	8	6	38
Vocational films	4	11	1	0	8	6	30
Tests to measure interests	5	14	1	0	8	4	32
Tests to measure abilities	5	13	1	4	7	5	35
Work permits	5	14	1	4	9	6	39
3. PLEASE CHECK THE FOLLOWING ACTIVITIES WHICH ARE BEING USED WITH THE STUDENTS AT CON- TINUATION.							
Guest speakers to talk about jobs and opportunities.	4	13	0	2	8	5	32

TABLE 10. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
3. (continued).							
Field trips to job sites	4	11	0	0	5	3	23
An accepting community	0	8	0	1	6	2	17
Job counseling	4	14	1	4	9	4	36
Job placement	3	14	0	3	8	4	32
Job follow-up (someone visting the student at work, and speaking to the employer, etc.	4	14	1	5	7	3	34
Group discussions	2	2	0	2	5	4	15
Business Training (typing, shorthand, office machines)	5	13	0	0	8	5	31
R.O.P. or R.O.C. (Regional Occupational Program)	5	12	0	5	5	4	31
Work experience at school	3	11	0	5	8	5	32
Work experience in the community	4	12	1	5	9	6	37

Teachers marked several occupational materials being used with students in Table 10, C-2.

Table 10, C-3, addresses itself to the following item: "Please check the following activities which are being used with the students at continuation." Respondents could check one or more activities. Most frequently checked were job counseling, marked by 36 (90 percent) of the 40 teacher participants and work experience in the community marked by 37 (92.5 percent) of the respondents.

#### Perceptions of Former Continuation Students Concerning Guidance

Table 11, D-1 reflects the questionnaire item: "Please check the following services and programs which were available to you while at continuation." Respondents could check one or more services. Most frequently marked were a counselor, checked by 161 (70.6 percent) of the respondents, and teacher-student conferences, checked by 109 (47.8 percent) of the respondents.

#### Perceptions of Continuation Teachers Concerning Guidance

Table 12, D-1, reports on the questionnaire item: "Please check the following services and programs which are available to the student while at continuation." The most frequently marked services were counselors, checked by 40 (100 percent) of the teachers, and teacher-student conferences, checked by 39 (97.5 percent) of the teachers.

The narrative will now focus upon the third general concern: "What reactions and suggestions have the respondents for improving the continuation program in which they have participated?" Responses of former students will be taken first.

TABLE 11  
PERCEPTIONS OF FORMER CONTINUATION STUDENTS  
CONCERNING GUIDANCE

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
1. PLEASE CHECK THE FOLLOWING SERVICES AND PROGRAMS WHICH WERE AVAILABLE TO YOU WHILE AT CONTINUATION.							
Counselor	16	80	5	21	24	15	161
Group Counseling	4	31	0	6	9	12	62
Contact with the home	11	33	1	14	11	13	83
Parent-teacher conference	5	19	1	15	11	12	63
Sex Education	4	17	1	7	7	7	43
Drug Education	6	39	2	8	9	6	70
Someone who knew about community agencies.	5	34	1	11	9	5	65
Teacher-student conference	12	46	4	8	17	12	109
Someone to go to with a problem.	6	43	3	10	17	11	90

TABLE 12

PERCEPTIONS OF CONTINUATION TEACHERS  
CONCERNING GUIDANCE

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
D. GUIDANCE							
1. PLEASE CHECK THE FOLLOWING SERVICES AND PROGRAMS WHICH ARE AVAILABLE TO THE STUDENT WHILE AT CONTINUATION.							
Counselor	5	14	1	5	9	6	40
Group Counseling	2	8	0	1	8	4	23
Sex Education	3	14	1	4	9	6	37
Teacher-Student Conferences	5	14	1	5	8	6	39
Someone to go to with a problem	5	13	1	5	8	6	38
Someone who knew about community agencies	3	13	1	5	7	6	35
Contact with the home	3	14	0	5	8	6	36
Parent-Teacher Conferences	3	13	0	5	8	6	35
Drug Education	4	13	1	5	8	5	36

Reactions of Former Continuation Students  
to the Continuation Program They have  
Experienced

Table 13, E-1, lists frequencies derived from the questionnaire item: "Did you enjoy attending continuation school more than the comprehensive, traditional, 'regular' type school?" Of 225 former student respondents, 128 (56.8 percent) checked the answer: "Yes, I really did enjoy that difference."

Table 13, E-2, reports on the questionnaire item: "In what areas, do you feel your continuation school best prepared you for community living?" Respondents could check several areas. Most frequently mentioned areas were the following: "to get along with others," marked by 95 (41.6 percent) of the respondents, and "to think problems through" checked by 71 (31.6 percent) of the respondents.

Reactions of Continuation Teachers to  
the Continuation Program they are  
Experiencing

Table 14, E-1, responds to the questionnaire item: "Do you enjoy teaching at continuation school better than the 'regular' traditional type school?" Of 40 teachers, 33 (82.5 percent) stated that they really enjoy the difference.

Table 14, E-2, refers to the questionnaire item: "In what areas do you feel the continuation school best prepares the student for community living?" Respondents were allowed to check as many areas as they felt appropriate. Most frequently marked areas were the following: "to get along with others," checked by 29 (72.5 percent) of the respondents, and "to communicate orally with others," checked by 25 (62.5 percent) of the respondents.



TABLE 13

REACTIONS OF FORMER CONTINUATION STUDENTS  
TO THE CONTINUATION PROGRAM THEY HAVE EXPERIENCED

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	27	228
E. REACTIONS							
1. DID YOU ENJOY ATTENDING CONTINUATION SCHOOL MORE THAN THE COMPREHENSIVE, TRADITIONAL, "REGULAR" TYPE SCHOOL?							
Yes, I really did enjoy that difference	15	56	3	10	22	22	128
I, somewhat, enjoyed it over the "regular" school.	9	17	1	9	0	5	41
I didn't really enjoy it better	5	12	3	10	3	7	40
I have no opinion on this.	1	6	1	3	2	3	16
2. IN WHAT AREAS, DO YOU FEEL YOUR CONTINUATION SCHOOL BEST PREPARED YOU FOR COMMUNITY LIVING? (Please check as many as you wish.)							
To go on to further education	4	29	1	5	9	12	60
To express yourself in writing	7	13	1	3	6	4	34
To communicate orally with others	10	26	1	7	16	7	67
To read with understanding	8	27	0	8	10	7	60
To get a job	6	31	1	5	11	8	62
To hold a job	4	18	2	3	11	7	45
To get along with others	11	36	3	16	19	10	95
To think problems through	13	30	3	6	14	5	71
To use basic math skills	12	29	1	4	8	4	58
To conduct personal business	2	18	1	9	7	4	41
To manage home and family	1	12	0	3	8	4	28

TABLE 14

REACTIONS OF CONTINUATION TEACHERS TO THE CONTINUATION  
PROGRAM THEY ARE EXPERIENCING

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
E. REACTIONS							
1. DO YOU ENJOY TEACHING AT CONTINUATION SCHOOL BETTER THAN THE "REGULAR", TRADITIONAL TYPE SCHOOL?							
Yes, I really enjoy the difference.	4	11	1	4	7	6	33
I, somewhat, enjoy it over the regular school.	1	1	0	0	0	0	2
I don't really enjoy it better.	0	1	0	1	1	0	3
I have no opinion on this.	0	1	0	0	0	0	1
2. IN WHAT AREAS DO YOU FEEL THE CONTINUATION SCHOOL BEST PREPARES THE STUDENT FOR COMMUNITY LIVING? (Please check as many as you wish.)							
To go on to further education	1	6	0	2	2	4	15
To express himself in writing	0	5	1	1	1	2	10
To communicate orally with others	4	7	1	3	7	3	25
To read with understanding	3	10	0	2	5	3	23
To get a job	2	11	0	2	3	5	23
To hold a job	2	7	1	1	2	4	17

TABLE 14. (continued).

	District						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
2. (continued).							
To get along well with others	4	10	1	3	7	4	29
To think problems through	1	8	1	4	4	2	20
To use basic math skills	5	9	1	3	2	3	23
To conduct personal business	0	6	1	2	5	3	17
To manage home and family	2	5	1	2	5	2	17

Suggestions of former Continuation Students  
for Improving the Continuation Program  
they have Experienced

Table 15, F-1, reports the findings from the questionnaire item: "In what areas do you feel your continuation school could have better prepared you for community living?" Respondents were allowed to check as many areas as they felt appropriate. The most frequently checked areas were the following: "to go on to further education," mentioned by 91 (39.9 percent) of the respondents, and "to get a job," marked by 82 (35.9 percent) of the respondents.

When asked if the name of the program should be changed from Continuation to something else, Table 15, F-2, tallied 126 (56 percent) of the 225 respondents saying "no."

In terms of changes needed in the program, Table 15, F-3A, lists 108 (48 percent) of 225 respondents indicating a change needed in curriculum (i.e., courses, materials, activities, requirements). In the same table, in F-3B, the distribution of responses was spread quite equally between no change needed and change needed in vocational activities (i.e., work experience, business training and job follow-up). However, in response to F-3C, 110 (48.8 percent) of 225 respondents felt no change was needed in guidance (i.e., counseling).

Table 15, F-4 reports that 41 (17.9 percent) of the former students volunteered the comment, "I really enjoyed the school." Fifteen (6.5 percent) commented, "I really did not enjoy the school."

Suggestions of Continuation Teachers for  
Improving the Continuation Program they  
are Experiencing

Table 16, F-1, responds to the questionnaire item: "In what

TABLE 15

SUGGESTIONS OF FORMER CONTINUATION STUDENTS  
FOR IMPROVING THE CONTINUATION PROGRAM  
THEY HAVE EXPERIENCED

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
F. SUGGESTIONS							
1. IN WHAT AREAS DO YOU FEEL YOUR CONTINUATION SCHOOL COULD HAVE BETTER PREPARED YOU FOR COMMUNITY LIVING? (Please check as many as you wish.)							
To go on to further education	11	38	3	20	8	11	91
To express yourself in writing	8	22	1	17	3	3	54
To communicate orally with others	6	30	0	13	11	7	67
To read with understanding	8	26	1	17	4	8	64
To get a job	8	27	2	19	11	15	82
To hold a job	9	13	1	13	10	7	53
To get along with others	8	21	1	12	8	5	55
To think problems through	7	30	0	13	5	8	63
To use basic math skills	8	29	1	18	3	12	71
To conduct personal business	8	23	2	14	5	8	60
To manage home and family	4	23	0	12	6	6	51
2. DO YOU FEEL THAT THE NAME OF THE PROGRAM SHOULD BE CHANGED FROM CONTINUATION TO SOMETHING ELSE?							
Yes	9	37	3	12	8	14	83
No	21	49	3	13	19	21	126
No Opinion	0	1	1	5	0	2	9
It does not matter	0	4	0	3	0	0	7

TABLE 15. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	30	92	8	34	27	37	228
3. WHAT CHANGES, IF ANY, WOULD YOU RECOMMEND IN THE FOLLOWING AREAS IN IMPROVING THE CONTINUATION SCHOOL YOU ATTENDED? (Please Check Change or No Change.)							
A. Curriculum (i.e., courses offered, school materials and activities, high school requirements.)							
No change needed	10	31	2	10	13	20	86
Change needed	19	43	4	18	12	12	108
No opinion	1	17	1	5	2	5	31
B. Vocational Activities (i.e., work experience, business training, job follow-up)							
No change needed	16	30	1	6	15	19	87
Change needed	13	29	5	19	8	11	85
No opinion	1	32	1	8	4	7	53
C. Guidance (i.e., counseling)							
No change needed	17	37	3	14	17	22	110
Change needed	12	26	3	11	6	8	66
No opinion	1	28	1	8	4	7	49
4. VOLUNTARY COMMENT:							
A. I really enjoyed the school.	3	19	1	0	12	6	41
B. I really didn't enjoy the school.	5	1	3	5	1	0	15

TABLE 16

SUGGESTIONS OF CONTINUATION TEACHERS FOR IMPROVING  
THE CONTINUATION PROGRAM THEY ARE EXPERIENCING

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
F. SUGGESTIONS							
1. IN WHAT AREAS DO YOU FEEL CONTINUATION COULD BETTER PREPARE STUDENTS FOR SUC- CESSFUL COMMUNITY LIVING? (Please check as many as you wish.)							
To go on to further education	2	4	1	1	2	2	12
To express oneself in writing	4	7	0	2	6	4	23
To communicate orally with others	2	10	0	3	1	3	19
To read with understanding	2	8	1	3	2	3	19
To get a job	3	8	1	3	5	4	24
To hold a job	4	10	1	3	5	2	25
To get along well with others	1	8	0	4	3	3	19
To think problems through	3	10	0	5	5	3	26
To use basic math skills	0	6	0	1	4	3	14
To conduct personal business	2	7	0	4	3	2	18
To manage home and family	5	8	0	4	2	4	23
2. DO YOU FEEL THAT THE NAME OF THE PROGRAM SHOULD BE CHANGED FROM CONTINUATION TO SOMETHING ELSE?							
Yes	0	7	1	4	2	3	17
No	4	4	0	0	5	2	15
No opinion	1	2	0	1	1	1	6
It does not matter	0	1	0	0	0	0	1

TABLE 16. (continued).

	Districts						Total County
	A	B	C	D	E	F	
N	5	14	1	5	9	6	40
3. WHAT CHANGES, IF ANY, WOULD YOU RECOMMEND IN THE FOLLOWING AREAS?							
A. Curriculum (i.e., courses offered school materials, and activities, high school requirements)							
No change needed	0	1	0	0	1	0	2
Change needed	5	8	1	4	6	6	30
No opinion	0	2	0	0	0	0	2
B. Vocational Activities (i.e., work experience, business training, job follow-up)							
No change needed	2	4	0	0	0	0	6
Change needed	3	4	1	3	7	6	24
No opinion	0	3	0	0	0	0	3
C. Guidance (i.e., counseling)							
No change needed	1	5	0	1	1	2	10
Change needed	4	4	1	2	5	3	19
No opinion	0	2	0	0	0	1	3
4. VOLUNTARY COMMENTS.							
I really like Continuation	0	2	0	1	1	1	5
I didn't really like Continuation	0	0	0	0	0	0	0



areas do you feel continuation could better prepare students for successful community living?" Respondents were allowed to check as many areas as they felt appropriate. Most frequently checked areas were the following: "to think problems through," marked by 26 (65 percent) of the respondents, and "to hold a job," marked by 25 (62.5 percent) of the respondents.

Table 16, F-2, indicates that the continuation program name change makes seemingly little difference to teachers.

In terms of changing the continuation program, Table 16, F-3A, lists 30 (75 percent) of the respondents agreeing that curriculum changes (i.e., courses, materials, activities, requirements) were needed. Also, F-3B indicates that 24 (60 percent) of the respondents felt that changes were needed in vocational activities (i.e., work experience, business training, job follow-up). And, 19 (47.5 percent) of the respondents felt that changes were needed in guidance (i.e., counseling), as seen in F-3C.

Table 16, F-4, reports that 5 (12.5 percent) of the teachers volunteered the comment, "I really like continuation."

## NARRATIVE ON INFERENTIAL DATA

### Introduction

The second part of Chapter 4 will respond to the research questions and their findings. Research questions were applied to questionnaire items whose responses could be ordinally scaled. The analysis of variance was used to treat research questions 1 - 8. Confidence intervals, which were constructed for research questions 9 and 10, were applied to ordinally scaled items common to both teacher and former

student questionnaires. Since the study was exploratory, no level of significance was set. The investigator, rather, decided to discuss all findings at probability levels of 0.10, 0.05, and 0.01 for research questions 1 - 8 and at the probability level of 0.05 for research questions 9 and 10.

#### Research Question One

Research question number one states: "Do former students of differing sex differ in their responses to questionnaire items?"

Data in Table 17 present the n's, means, and summary of inferential findings on males and females, as related to certain questionnaire items.

It was found that male and female respondents differed significantly on two questionnaire item responses:

(1) At the 0.10 probability level, female former students perceived more freedom in the selection of their courses, than did their male counterpart.

(2) At the 0.05 probability level, former female students perceived learning materials to be more interesting and varied than did their male counterpart.

#### Research Question Two

Research question number two states:

"Do former students of differing age levels differ in their responses to questionnaire items?"

Data in Table 18 present the n's, means, and summary of inferential findings on differing age levels, as related to certain questionnaire items. It was found that respondents of differing age levels

TABLE 17

FORMER STUDENTS OF DIFFERING SEX AS RELATED TO  
THEIR RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Boys		Girls		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
1.	Age	134	18.89	94	18.79	0.877	>0.10
2.	Sex	134	1.00	94	2.00	0.000	>0.10
3.	Grade level	130	11.40	93	11.49	0.704	>0.10
4.	Length of attendance	134	3.17	91	3.19	0.018	>0.10
5.	Graduated or not	133	1.69	94	1.62	1.011	>0.10
6.	If not graduated, do you plan to?	91	1.35	59	1.27	0.942	>0.10
7.	Schooling since Continuation High School	134	1.57	94	1.47	2.043	>0.10
8.	Desire for future schooling	133	1.28	94	1.19	2.408	>0.10
9.	Informed of requirements for obtaining a high school diploma	133	1.38	94	1.56	2.575	>0.10
10.	Informed of ways of fulfilling graduation requirements	133	1.45	94	1.58	1.266	>0.10
11.	Selected some of my courses	133	1.66	94	1.45	2.985	<0.10
12.	Offered an individualized approach	132	1.87	94	1.80	0.306	>0.10
13.	Interested and varied learning materials	133	2.27	94	2.02	3.997	<0.05
14.	Satisfactory class size	133	1.41	94	1.52	0.809	>0.10
15.	Teachers interested in and understanding of me	133	1.68	94	1.60	0.466	>0.10
16.	Class sessions involving group discussions	133	2.12	93	2.10	0.013	>0.10
17.	Teachers' awareness of the job market for students	133	2.12	91	1.96	1.048	>0.10
18.	Enjoyed attending continuation more than "regular" high school						
19.	Continuation name	131	1.78	94	1.65	1.899	>0.10

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

Table 17. (continued).

Item No.	Item Descriptors	Boys		Girls		Probability	
		N	$\bar{X}$	N	$\bar{X}$	F	Level
20.	Curriculum	131	1.78	94	1.72	0.360	>0.10
21.	Vocational Activities	131	1.82	94	1.88	0.311	>0.10
22.	Guidance	131	1.73	94	1.73	0.007	>0.10

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 8 - 22.

TABLE 18  
FORMER STUDENTS OF DIFFERING AGE LEVELS AS RELATED  
TO THEIR RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Age 18		Age 19		Age 20		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
1.	Age	87	18.00	87	19.00	54	20.00	0.000	>0.10
2.	Sex	87	1.42	87	1.44	54	1.33	0.953	>0.10
3.	Grade level	85	11.38	86	11.38	52	11.63	2.143	>0.10
4.	Length of attendance	86	3.00	85	3.38	54	3.14	1.564	>0.10
5.	Graduated or not	86	1.59	87	1.72	54	1.68	1.736	>0.10
6.	If not graduated, do you plan to?	51	1.23	62	1.33	37	1.40	1.343	>0.10
7.	Schooling since Continuation High School	87	1.59	87	1.49	54	1.50	1.107	>0.10
8.	Desire for future schooling	87	1.22	87	1.25	53	1.26	0.107	>0.10
9.	Informed of Requirements for obtaining a high school diploma	87	1.33	86	1.46	54	1.64	2.390	<0.10
10.	Informed of ways of fulfilling graduation requirements	87	1.42	86	1.52	54	1.61	0.759	>0.10
11.	Selected some of my courses	87	1.47	86	1.66	54	1.61	1.076	>0.10
12.	Offered an individualized approach	86	1.80	86	1.77	54	2.03	1.429	>0.10
13.	Interesting and varied learning materials	87	2.16	86	2.22	54	2.11	0.225	>0.10
14.	Satisfactory class size	87	1.40	86	1.51	54	1.40	0.327	>0.10

$$.90F_{2,200} = 2.33$$

$$.95F_{2,200} = 3.04$$

$$.99F_{2,200} = 4.71$$

Table 18. (continued).

Item No.	Item Descriptors	Age 18		Age 19		Age 20		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
15.	Teachers interested in and understanding of me	87	1.65	86	1.61	54	1.70	0.177	>0.10
16.	Class sessions involving group discussions	87	2.10	86	2.18	53	2.01	0.668	>0.10
17.	Teachers' awareness of the job market for students	85	2.01	85	1.98	54	2.24	0.990	>0.10
18.	Enjoyed attending continuation more than "regular" high school	87	1.74	85	1.78	53	1.69	0.136	>0.10
19.	Continuation name	87	1.71	85	1.76	53	1.71	0.144	>0.10
20.	Curriculum	87	1.92	85	1.62	53	1.70	4.455	<0.05
21.	Vocational Activities	87	1.93	85	1.74	53	1.89	1.374	>0.10
22.	Guidance	87	1.92	85	1.54	53	1.72	5.021	<0.01

$$.90 F_{2,200} = 2.33$$

$$.95 F_{2,200} = 3.04$$

$$.99 F_{2,200} = 4.71$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 8 - 22.

differed significantly on three questionnaire item responses:

(1) At the 0.10 level, former students of ages 18, 19, and 20 differed on their opinions concerning being informed of requirements for obtaining a high school diploma. Eighteen year old former students perceived more information of high school requirements being given than did 19 and 20 year old former students.

(2) At the 0.05 probability level, former students of ages 18, 19, and 20 differed on their opinions concerning curriculum changes. And,

(3) At the 0.01 probability level, former students of ages 18, 19, and 20 differed on their opinions concerning guidance changes.

These data indicate that 18 year old former students perceived changes in curriculum and guidance as being more necessary than did 19 and 20 year old former students.

### Research Question Three

Research question number three states:

"Do the responses of former students who were sent by the school administration to continuation high school differ from the responses of former students who personally requested admission to continuation high school?"

Data in Table 19 present the n's, means, and summary of inferential findings on respondents who were sent by the school administration to continuation high school and those who personally requested admission to continuation high school, as related to certain questionnaire items. It was found that students sent by the administration and students requesting admission differed significantly on six

TABLE 19

FORMER STUDENTS WHO WERE SENT BY THE SCHOOL ADMINISTRATION  
TO CONTINUATION HIGH SCHOOL AND THOSE WHO PERSONALLY REQUESTED  
ADMISSION TO CONTINUATION HIGH SCHOOL AS RELATED TO THEIR RESPONSES  
TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Students Sent		Students Requesting Admission		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
1.	Age	126	18.94	91	18.73	3.899	<0.05
2.	Sex	126	1.36	91	1.47	2.528	>0.10
3.	Grade level	124	11.38	88	11.51	1.472	>0.10
4.	Length of attendance	123	3.19	91	3.16	0.023	>0.10
5.	Graduated or not	125	1.69	91	1.62	1.144	>0.10
6.	If not graduated, do you plan to?	87	1.32	57	1.31	0.005	>0.10
7.	Schooling since Continuation High School	126	1.50	91	1.57	0.852	>0.10
8.	Desire for future schooling	125	1.24	91	1.24	0.001	>0.10
9.	Informed of requirements for obtaining a high school diploma	125	1.51	91	1.36	1.673	>0.10
10.	Informed of ways of fulfilling graduation requirements	125	1.56	91	1.41	1.493	>0.10
11.	Selected some of my courses	125	1.70	91	1.41	5.563	<0.05
12.	Offered an individualized approach	125	1.91	90	1.77	1.048	>0.10
13.	Interesting and varied learning materials	125	2.29	91	2.03	4.041	<0.05
14.	Satisfactory class size	125	1.47	91	1.42	0.130	>0.10
15.	Teachers' interested in and understanding of me	125	1.78	91	1.49	6.385	<0.05
16.	Class sessions involving group discussions	125	2.09	90	2.22	1.247	>0.10
17.	Teachers' awareness of the job market for students	124	2.10	90	2.02	0.291	>0.10
18.	Enjoyed attending Continuation more than "regular" high school	124	1.92	91	1.54	7.872	<0.01
19.	Continuation name	123	1.77	91	1.71	0.373	>0.10

$$.99 F_{1,200} = 2.73$$

$$.95 F_{1,200} = 3.89$$

$$.99 F_{1,200} = 6.76$$



Table 19. (continued)

Item No.	Item Descriptors	Students Sent		Students Requesting Admission		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
20.	Curriculum	123	1.74	91	1.76	0.039	>0.10
21.	Vocational Activities	123	1.93	91	1.74	3.247	<0.10
22.	Guidance	123	1.74	91	1.69	0.188	>0.10

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 8 - 22.

questionnaire item responses:

(1) At the 0.05 probability level, former students who requested admission to continuation high school were younger than former students who were sent by the school administration to continuation high school.

(2) At the 0.05 probability level, former students who requested admission to continuation high school perceived more freedom in their selection of courses than did former students who were sent by the school administration to continuation high school.

(3) At the 0.05 probability level, former students who requested admission to continuation high school perceived learning materials as being more interesting and varied than did former students who were sent by the school administration to continuation high school.

(4) At the 0.05 probability level, former students who requested admission to continuation high school perceived that teachers were more interested in and understanding of themselves (students), than did former students who were sent by the school administration to continuation high school.

(5) At the 0.01 probability level, former students who requested admission to continuation high school enjoyed attending continuation more than the "regular" high school, than did former students who were sent by the school administration to continuation high school.

(6) At the 0.10 probability level, former students who requested admission to continuation high school more often indicated that

no change was needed in vocational activities than did former students who were sent by the school administration to continuation high school.

#### Research Question Four

Research Question Four states:

"Is there a relationship between the numbers of semesters former students attended continuation high school and their responses to questionnaire items?"

Data in Table 20 present the n's, means, and summary of inferential findings on differing numbers of semesters attendance, as related to certain questionnaire items.

It was found that respondents of differing numbers of semester attendance differed significantly on three questionnaire item responses. Although there were three significant differences among the levels of semesters attended, there were no consistent trends in these differences. Perhaps, it is best to view these findings tentatively since this possibly represents random or chance differences rather than a true difference.

FORMER STUDENTS WHO ATTENDED CONTINUATION FOR VARYING NUMBERS OF  
SEMESTERS AS RELATED TO THEIR RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	One Semester		One to Two Semesters		Two to Three Semesters		Three to Four Semesters		Four or more Semesters		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
1.	Sex	30	1.40	63	1.38	33	1.45	34	1.41	65	1.40	0.123	>0.10
2.	Grade level	27	11.60	62	11.40	32	11.40	34	11.60	65	11.30	1.380	>0.10
3.	Length of attendance	30	1.00	63	2.00	33	3.00	34	4.00	65	5.00	0.000	>0.10
4.	Graduated or not	30	1.46	63	1.58	33	1.75	33	1.69	65	1.75	2.731	<0.05
5.	If not graduated, do you plan to?	14	1.28	36	1.30	24	1.33	24	1.45	49	1.26	0.637	>0.10
6.	Schooling since Continuation High School	30	1.40	63	1.47	33	1.54	34	1.61	65	1.61	1.432	>0.10
7.	Desire for future schooling	30	1.20	63	1.33	33	1.24	34	1.20	64	1.21	0.776	>0.10
8.	Informed of requirements for obtaining a high school diploma	29	1.68	63	1.33	33	1.54	34	1.35	65	1.50	1.175	>0.10
9.	Informed of ways of fulfilling graduation requirements	29	1.79	63	1.47	33	1.63	34	1.14	65	1.53	2.422	≤0.05
10.	Selected some of my courses	29	1.68	63	1.63	33	1.69	34	1.52	65	1.46	0.630	>0.10
11.	Offered an individualized approach	29	2.00	63	1.84	33	2.00	34	1.82	64	1.75	0.573	>0.10
12.	Interesting and varied learning materials	29	2.03	63	2.25	33	2.45	34	2.08	65	2.09	1.151	>0.10
13.	Satisfactory class size	29	1.62	63	1.44	33	1.66	34	1.26	65	1.38	1.209	>0.10
14.	Teachers interested in and understanding of me	29	1.55	63	1.68	33	1.75	34	1.35	65	1.78	1.723	>0.10
15.	Class sessions involving group discussions	29	2.20	62	2.12	33	2.18	34	1.97	65	2.12	0.391	>0.10
16.	Teachers' awareness of the job market for students	29	2.00	62	2.20	33	2.09	34	1.88	64	2.03	0.539	>0.10
17.	Enjoyed attending continuation more than "regular" high school	29	1.82	62	1.72	33	2.03	33	1.81	65	1.60	1.124	>0.10
18.	Continuation name	29	1.79	63	1.71	33	1.84	33	1.75	64	1.64	0.598	>0.10

$$.90 F_{4,200} = 1.97$$

$$.95 F_{4,200} = 2.42$$

$$.99 F_{4,200} = 3.41$$

TABLE 20. (continued)

Item No.	Item Descriptors	One Semester		One to Two Semesters		Two to Three Semesters		Three to Four Semesters		Four or more Semesters		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
19.	Curriculum	29	1.83	63	1.92	33	1.64	33	1.58	64	1.72	1.905	>0.10
20.	Vocational Activities	29	1.72	63	1.92	33	1.85	33	1.58	64	1.95	1.643	>0.10
21.	Guidance	29	1.62	63	1.94	33	1.64	33	1.42	64	1.77	2.630	<0.05

$$.90 F_{4,200} = 1.97$$

$$.95 F_{4,200} = 2.42$$

$$.99 F_{4,200} = 3.41$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 7 - 21.

### Research Question Five

Research Question Five state:

"Do the responses of former students who have high school diplomas differ from the responses of former students who do not have high school diplomas?"

Data in Table 21 present the n's, means, and summary of inferential findings on diplomaed and non-diplomaed former students, as related to certain questionnaire items.

It was found that diplomaed and non-diplomaed former students differed significantly on twelve questionnaire item responses:

(1) At the 0.01 probability level, diplomaed former students had obtained a higher grade level than did non-diplomaed former students.

(2) At the 0.01 probability level, diplomaed former students attended continuation high school for a shorter period of time than did non-diplomaed former students.

(3) At the 0.01 probability level, diplomaed former students had more schooling since continuation high school than did non-diplomaed former students.

(4) At the 0.05 probability level, diplomaed former students perceived more information was given pertaining to high school requirements than did non-diplomaed former students.

(5) At the 0.05 probability level, diplomaed former students perceived more information was given on ways of fulfilling graduation requirements than did non-diplomaed former students.

(6) At the 0.01 probability level, diplomaed former students perceived more freedom in the selection of their courses than did non-diplomaed former students.

TABLE 21

FORMER STUDENTS WHO HAVE HIGH SCHOOL DIPLOMAS AND THOSE WHO  
HAVE NOT HIGH SCHOOL DIPLOMAS AS RELATED TO THEIR RESPONSES TO  
QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Diplomaed Former Students		Non-Diplomaed Former Students		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
1.	Age	76	18.76	151	18.90	1.758	>0.10
2.	Sex	76	1.46	151	1.39	1.011	>0.10
3.	Grade level	75	12.08	147	11.11	123.079	<0.01
4.	Length of attendance	76	2.78	148	3.37	8.564	<0.01
5.	Graduated or not	76	1.00	151	2.00	0.000	>0.10
6.	If not graduated, do you plan to?	0	0.00	149	1.31	0.000	>0.10
7.	Schooling since Continuation High School	76	1.39	151	1.60	9.053	<0.01
8.	Desire for future schooling	76	1.18	150	1.27	1.985	>0.10
9.	Informed of requirements for obtaining a high school diploma	75	1.28	151	1.52	4.709	<0.05
10.	Informed of ways of fulfilling graduation requirements	75	1.33	151	1.59	4.477	<0.05
11.	Selected some of my courses	75	1.26	151	1.71	14.167	<0.01
12.	Offered an individualized approach	75	1.69	150	1.97	2.813	<0.10
13.	Interesting and varied learning materials	75	1.96	151	2.26	5.210	<0.05
14.	Satisfactory class size	75	1.34	151	1.51	1.834	>0.10
15.	Teachers interested in and understanding of me	75	1.49	151	1.73	4.149	<0.05
16.	Class sessions involving group discussions	75	2.02	150	2.16	1.412	>0.10
17.	Teachers' awareness of the job market for students	74	1.78	149	2.19	7.043	<0.01
18.	Enjoyed attending continuation more than "regular" high school	75	1.62	149	1.79	1.549	>0.10
19.	Continuation name	74	1.60	150	1.80	3.986	<0.05

$$.90 F_{1,200} = 2.73$$

$$.95 F_{1,200} = 3.89$$

$$.99 F_{1,200} = 6.76$$

TABLE 21. (continued).

Item No.	Item Descriptors	Diplomaed Former Students		Non-Diplomaed Former Students		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
20.	Curriculum	74	1.69	150	1.79	1.165	>0.10
21.	Vocational Activities	74	1.73	150	1.91	2.799	<0.10
22.	Guidance	74	1.62	150	1.79	2.132	>0.10

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 8 - 22.



(7) At the 0.10 probability level, diplomaed former students perceived a more individualized approach to learning than did non-diplomaed former students.

(8) At the 0.05 probability level, diplomaed former students perceived learning materials to be more interesting and varied than did non-diplomaed former students.

(9) At the 0.05 probability level, diplomaed former students ~~perceived teachers to be more interested in and understanding of themselves (students)~~ than did non-diplomaed former students.

(10) At the 0.01 probability level, diplomaed former students perceived more teacher awareness of the job market for students than did non-diplomaed former students.

(11) At the 0.05 probability level, diplomaed former students were more in favor of changing the name of continuation high school than were non-diplomaed former students.

(12) At the 0.10 probability level, diplomaed former students more often indicated that no change was needed in vocational activities, than did non-diplomaed former students.

#### Research Question Six

Research Question Six states:

"Do the responses of former students who have had schooling since continuation high school differ from the responses of former students who have not had schooling since continuation high school?"

Data in Table 22 present the n's, means, and summary of inferential findings on former students with additional schooling and those without additional schooling, as related to certain questionnaire items.

TABLE 22

FORMER CONTINUATION STUDENTS WHO HAVE HAD SCHOOLING SINCE CONTINUATION  
HIGH SCHOOL AND THOSE WHO HAVE NOT HAD SCHOOLING SINCE CONTINUATION  
HIGH SCHOOL AS RELATED TO THEIR RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Additional Schooling		No Additional Schooling		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
1.	Age	106	18.92	122	18.79	1.588	>0.10
2.	Sex	106	1.46	122	1.36	2.043	>0.10
3.	Grade level	104	11.60	119	11.20	10.265	<0.01
4.	Length of attendance	104	2.94	121	3.38	5.415	<0.05
5.	Graduated or not	106	1.56	121	1.75	9.053	<0.01
6.	If not graduated, do you plan to?	58	1.18	92	1.40	6.787	<0.01
7.	Schooling since Continuation High School	106	1.00	122	2.00	0.000	>0.10
8.	Desire for future schooling	106	1.16	121	1.31	5.876	<0.05
9.	Informed of Requirements for obtaining a high school diploma	105	1.44	122	1.46	0.031	>0.10
10.	Informed of ways of fulfilling graduation requirements	105	1.46	122	1.54	0.397	>0.10
11.	Selected some of my courses	105	1.54	122	1.60	0.294	>0.10
12.	Offered an individualized approach	104	1.77	122	1.90	1.090	>0.10
13.	Interesting and varied learning materials	105	2.09	122	2.23	1.244	>0.10
14.	Satisfactory class size	105	1.57	122	1.36	3.208	<0.10
15.	Teachers interested in and understanding of me	105	1.65	122	1.64	0.007	>0.10
16.	Class sessions involving group discussions	105	2.11	121	2.11	0.000	>0.10
17.	Teachers' awareness of the job market for students	105	2.13	119	1.99	0.924	>0.10
18.	Enjoyed attending continuation more than "regular" high school	104	1.79	121	1.71	0.437	>0.10
19.	Continuation name	105	1.70	120	1.75	0.345	>0.10

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

TABLE 22. (continued)

Item No.	Item Descriptors	Additional Schooling		No Additional Schooling		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
20.	Curriculum	105	1.78	120	1.73	0.274	>0.10
21.	Vocational Activities	105	1.89	120	1.82	0.442	>0.10
22.	Guidance	105	1.74	120	1.72	0.060	>0.10

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 8 - 22.

It was found that respondents of additional schooling and those without additional schooling differed significantly on six questionnaire item responses:

(1) At the 0.01 probability level, former students who had additional schooling since continuation high school had achieved a higher grade level than did former students who had no additional schooling since continuation high school.

(2) At the 0.05 probability level, former students who had additional schooling since continuation high school had attended continuation high school for less time than did former students who had no additional schooling since continuation high school.

(3) At the 0.01 probability level, a greater proportion of former students who had additional schooling since continuation high school had graduated from high school than did former students who had no additional schooling since continuation high school.

(4) At the 0.01 probability level, a greater proportion of non-diplomaed former continuation students who had additional schooling since continuation high school desired high school graduation than did non-diplomaed former students who had no schooling since continuation high school.

(5) At the 0.05 probability level, a greater proportion of students who had additional schooling since continuation high school desired future schooling than did former students who had no schooling since continuation high school.

(6) At the 0.10 probability level, former students with no additional schooling since continuation high school felt the continuation class size was more satisfactory than did former students who had additional schooling since continuation high school.

### Research Question Seven

Research Question Seven states:

"Do the responses of former students who desire further schooling differ from the responses of former students who do not desire further schooling?"

Data in Table 23 present the n's, means, and summary of inferential findings on former students desirous of further schooling and those undesirous of further schooling, as related to certain questionnaire items.

It was found that respondents who desire further schooling and those who do not desire further schooling differed significantly on six questionnaire item responses.

(1) At the 0.10 probability level, former students who do not desire further schooling were more likely to be male than those former students who desire further schooling.

(2) At the 0.10 probability level, former students who do desire further schooling were more likely to be graduated from high school, than former students who do not desire further schooling.

(3) At the 0.01 probability level, former students who do desire further schooling and who were undiplomaed were more interested in obtaining a high school diploma than undiplomaed former students who do not desire further schooling.

(4) At the 0.01 probability level, former students who do desire further schooling had more schooling since continuation high school than have former students who do not desire further schooling.

(5) At the 0.01 probability level former students who do not desire further schooling perceived continuation high school classes to

TABLE 23

FORMER CONTINUATION STUDENTS WHO ARE DESIROUS OF FURTHER SCHOOLING AND  
THOSE UNDESIROUS OF FURTHER SCHOOLING AS RELATED TO THEIR  
RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Desirous of Future Schooling		Undesirous of Future Schooling		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
1.	Age	173	18.82	52	18.96	1.223	>0.10
2.	Sex	173	1.44	52	1.30	3.128	<0.10
3.	Grade level	169	11.40	51	11.30	1.314	>0.10
4.	Length of attendance	170	3.20	52	3.11	0.155	>0.10
5.	Graduated or not	173	1.63	51	1.76	2.949	<0.10
6.	If not graduated, do you plan to?	109	1.12	39	1.79	90.584	<0.01
7.	Schooling since Continuation High School	173	1.48	52	1.69	7.021	<0.01
8.	Desire for future schooling	173	1.00	52	2.00	0.000	>0.10
9.	Informed of requirements for obtaining a high school diploma	172	1.43	52	1.57	1.216	>0.10
10.	Informed of ways of fulfilling graduation requirements	172	1.52	52	1.46	0.230	>0.10
11.	Selected some of my courses	172	1.54	52	1.73	1.852	>0.10
12.	Offered an individualized approach	171	1.85	52	1.86	0.006	>0.10
13.	Interesting and varied learning materials	172	2.15	52	2.26	0.599	>0.10
14.	Satisfactory class size	172	1.54	52	1.13	9.132	<0.01
15.	Teachers interested in and understanding of me	172	1.67	52	1.57	0.525	>0.10
16.	Class sessions involving group discussions	171	2.12	52	2.13	0.008	>0.10
17.	Teachers' awareness of the job market for students	169	2.02	52	2.11	0.280	>0.10
18.	Enjoyed attending continuation more than "regular" high school	171	1.70	51	1.94	2.308	>0.10
19.	Continuation name	172	1.65	50	2.00	10.468	<0.01

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

TABLE 23. (continued)

Item No.	Item Descriptors	Desirous of Future Schooling		Undesirous of Future Schooling		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$		
20.	Curriculum	172	1.78	50	1.66	1.326	>0.10
21.	Vocational Activities	172	1.87	50	1.76	0.901	>0.10
22.	Guidance	172	1.76	50	1.62	1.230	>0.10

$$.90F_{1,200} = 2.73$$

$$.95F_{1,200} = 3.89$$

$$.99F_{1,200} = 6.76$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 8 - 22.

be more satisfactory in size than former students who desire further schooling.

(6) At the 0.01 probability level, former students who desire further schooling were more agreeable to changing the name of continuation high school than were former students who do not desire further schooling.

#### Research Question Eight

Research Question Eight states:

"Is there a relationship between years of teaching experience and responses to questionnaire items?"

Data in Table 24 present the n's, means, and summary of inferential findings contrasting teachers varying levels of experience in continuation high school teaching as related to certain questionnaire items.

It was found that respondents of varying levels of continuation teaching experience differed significantly on three questionnaire item responses. Although there were three significant differences among the levels of continuation teaching experience, there were no consistent trends in these differences. Perhaps, it is best to view these findings tentatively since this possibly represents random or chance differences rather than a true difference. Furthermore, the n's are very small. As would be expected teachers with more teaching experience have obtained tenure.

#### Research Question Nine

Research Question Nine states:

"Is there a closer relationship between the responses of teachers and former students who personally requested continuation high school,



TEACHERS OF VARYING YEARS OF TEACHING EXPERIENCE AS RELATED  
TO THEIR RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	One Year Teaching		Two Years Teaching		Three Years Teaching		Four Years Teaching		Five Years Teaching		Six Years Teaching		Seven Years Teaching		Eight Years Teaching		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
1.	Tenured or Non-tenured	10	1.50	6	1.83	4	1.00	5	1.00	4	1.00	3	1.00	4	1.00	4	1.00	5.714	<0.01
2.	Full-time or Part-time	10	1.00	6	1.00	4	1.00	5	1.00	4	1.00	3	1.00	4	1.00	4	1.00	0.000	>0.10
3.	Syllabus or No syllabus	10	1.70	6	1.83	4	1.75	5	2.00	4	1.75	3	1.66	4	1.75	4	1.50	0.434	>0.10
4.	Aware of requirements necessary in obtaining a high school diploma	10	1.50	6	1.16	4	1.00	5	1.00	4	1.00	3	1.00	4	1.25	4	1.00	0.767	>0.10
5.	Students are informed on the ways of fulfilling graduation requirements	10	1.30	6	1.16	4	1.25	5	1.20	4	1.00	3	1.00	4	1.25	4	1.00	0.473	>0.10
6.	Students are allowed to select some of their courses	10	1.00	6	1.00	4	1.50	5	1.00	4	1.00	3	1.33	4	1.00	4	1.00	1.382	>0.10
7.	Students are offered an individualized approach to learning	10	1.00	6	1.00	4	1.25	5	1.00	4	1.00	3	1.33	4	1.00	4	1.00	1.560	>0.10
8.	Students find my materials varied and interesting	10	1.80	6	1.83	4	1.75	4	1.25	4	1.75	3	2.00	4	1.75	4	1.75	0.897	>0.10
9.	Class size was manageable	10	1.30	6	1.16	4	1.50	4	1.00	4	1.25	3	1.33	4	1.50	4	1.00	0.576	>0.10
10.	Teachers are interested in and understanding of the students	10	1.10	6	1.16	4	1.75	5	1.00	4	2.00	3	1.00	4	1.50	4	1.75	2.702	<0.05

$$.90 F_{7,30} = 1.93$$

$$.95 F_{7,30} = 2.33$$

$$.99 F_{7,30} = 3.30$$

TABLE 24. (continued).

Item No.	Item Descriptors	One Year Teaching		Two Years Teaching		Three Years Teaching		Four Years Teaching		Five Years Teaching		Six Years Teaching		Seven Years Teaching		Eight Years Teaching		F	Probability Level
		N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
1.	Class sessions involved group discussions	10	2.20	6	2.00	4	2.00	5	2.20	4	2.25	3	2.00	4	2.25	4	2.00	0.156	>0.10
2.	Teachers are aware of the job market for their students	10	1.10	6	1.50	4	1.75	5	1.60	4	2.00	3	1.33	4	1.00	4	1.25	3.039	<0.05
3.	Enjoyed teaching at continuation more than the "regular" high school	10	1.50	6	1.00	4	1.50	4	1.00	4	1.00	3	1.00	4	1.25	4	1.75	0.755	>0.10
4.	Continuation name	10	2.10	5	1.80	4	1.75	5	1.60	4	1.50	3	2.00	4	1.75	4	1.25	0.554	>0.10
5.	Curriculum	9	2.00	5	2.00	3	2.00	4	2.25	4	2.00	2	2.00	4	1.75	3	2.00	0.531	>0.10
6.	Vocational Activities	9	2.00	5	2.00	3	2.00	4	2.25	4	1.75	2	1.50	3	1.67	3	1.67	0.679	>0.10
7.	Guidance	9	1.55	4	2.00	3	2.33	4	2.25	4	1.50	2	1.50	3	2.00	3	1.33	1.609	>0.10

$$.90F_{7,30} = 1.93$$

$$.95F_{7,30} = 2.33$$

$$.99F_{7,30} = 3.30$$

Tabled means closer to 1.00 indicate more agreement with item descriptors 4 - 17.

than between the responses of teachers and former students who were sent to continuation high school?"

Data in Table 25 present confidence intervals constructed for ordinally scaled items common to both teacher and former student questionnaires. The probability level of 0.05 was used in calculating the confidence intervals. Four interesting findings resulted:

(1) In response to the questionnaire item concerning information on ways of fulfilling graduation requirements, the following may be said: Because teachers and former students who requested admission to continuation high school have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item with those of former students who were sent by the school administration to continuation high school. Teachers perceived more agreement with the questionnaire item concerning students being informed on the ways of fulfilling graduation requirements than perceived by former students who were sent by the school administration to continuation high school.

(2) In response to the questionnaire item concerning interesting and varied learning materials, the following may be said: Because teachers and former students who requested admission to continuation high school have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item with those of former students who were sent by the school administration to continuation high school. Teachers perceived more agreement with the questionnaire item concerning interesting and varied learning materials than perceived by former students who were sent by the school administration to continuation high school.

TABLE 25

FORMER STUDENTS WHO WERE SENT BY THE SCHOOL ADMINISTRATION  
TO CONTINUATION HIGH SCHOOL, FORMER STUDENTS WHO PERSONALLY  
REQUESTED ADMISSION TO CONTINUATION HIGH SCHOOL AND TEACHERS  
AS RELATED TO THEIR RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Teachers	Students Sent	Students Requesting Admission
1.	Informed of ways of fulfilling graduation requirements	$1.05 \leq \mu \leq 1.30$	$1.39 \leq \mu \leq 1.74$	$1.26 \leq \mu \leq 1.57$
2.	Selected some of my courses	$0.96 \leq \mu \leq 1.19$	$1.53 \leq \mu \leq 1.88$	$1.26 \leq \mu \leq 1.57$
3.	Offered an individualized approach	$0.98 \leq \mu \leq 1.12$	$1.74 \leq \mu \leq 2.08$	$1.58 \leq \mu \leq 1.97$
4.	Interesting and varied learning materials	$1.60 \leq \mu \leq 1.89$	$2.11 \leq \mu \leq 2.48$	$1.86 \leq \mu \leq 2.20$
5.	Teachers' interested in and understanding of students	$1.16 \leq \mu \leq 1.53$	$1.62 \leq \mu \leq 1.95$	$1.36 \leq \mu \leq 1.63$
6.	Class sessions involving group discussions	$1.93 \leq \mu \leq 2.32$	$1.96 \leq \mu \leq 2.24$	$2.04 \leq \mu \leq 2.40$
7.	Teachers' awareness of the job market for students	$1.24 \leq \mu \leq 1.56$	$1.90 \leq \mu \leq 2.31$	$1.80 \leq \mu \leq 2.24$
8.	Continuation Name	$1.51 \leq \mu \leq 2.03$	$1.65 \leq \mu \leq 1.90$	$1.57 \leq \mu \leq 1.85$
9.	Curriculum	$1.88 \leq \mu \leq 2.12$	$1.62 \leq \mu \leq 1.86$	$1.62 \leq \mu \leq 1.90$
10.	Vocational Activities	$1.72 \leq \mu \leq 2.09$	$1.78 \leq \mu \leq 2.07$	$1.59 \leq \mu \leq 1.88$
11.	Guidance	$1.56 \leq \mu \leq 2.00$	$1.60 \leq \mu \leq 1.88$	$1.53 \leq \mu \leq 1.85$

Tabled means closer to 1.00 indicate more agreement with item descriptors 1 - 11.

(3) In response to the questionnaire item concerning teachers' interested in and understanding of students, the following may be said: Because teachers and former students who requested admission to continuation high school have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item with those of former students who were sent by the school administration to continuation high school. Teachers perceived more agreement with the questionnaire item concerning teachers' interest in and understanding of students, than perceived by former students who were sent by the school administration to continuation high school.

(4) In response to the questionnaire item concerning curriculum, the following may be said: Because teachers and former students who requested admission to continuation high school have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item with those of former students who were sent by the school administration to continuation high school. Teachers perceived less agreement with the questionnaire item concerning no curriculum change needed than perceived by former students who were sent by the school administration to continuation high school.

#### Research Question Ten

Research Question Ten states:

"Is there a closer relationship between responses of teachers and former students who have earned a high school diploma, than between the responses of teachers and former students who have not earned a high school diploma?"

Data in Table 26 present confidence intervals applied to ordinarily scaled items common to both teacher and former student questionnaires. The probability level of 0.05 was used in calculating the confidence intervals. Five interesting findings resulted:

(1) In response to the questionnaire item concerning information on ways of fulfilling graduation requirements, the following may be said: Because teachers and former diplomaed students have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item with those of non-diplomaed former students, teachers perceived more agreement with the questionnaire item concerning students being informed on ways of fulfilling graduation requirements than perceived by non-diplomaed former students.

(2) In response to the questionnaire item concerning selection of courses, the following may be said: Because teachers and former diplomaed students have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item with those of non-diplomaed former students, teachers perceived more agreement with the questionnaire item concerning students being able to select their courses each semester, than perceived by non-diplomaed former students.

(3) In response to the questionnaire item concerning interesting and varied learning materials, the following may be said: Because teachers and former diplomaed students have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item

TABLE 26

FORMER STUDENTS WHO HAVE HIGH SCHOOL DIPLOMAS, FORMER  
STUDENTS WHO HAVE NOT HIGH SCHOOL DIPLOMAS, AND TEACHERS  
AS RELATED TO THEIR RESPONSES TO QUESTIONNAIRE ITEMS

Item No.	Item Descriptors	Teachers	Diplomaed Former Students	Non-Diplomaed Former Students
1.	Informed of ways of fulfilling graduation requirements	$1.05 < \bar{\mu} < 1.30$	$1.16 < \bar{\mu} < 1.50$	$1.44 < \bar{\mu} < 1.75$
2.	Selected some of my courses	$0.96 < \bar{\mu} < 1.19$	$1.14 < \bar{\mu} < 1.38$	$1.56 < \bar{\mu} < 1.87$
3.	Offered an individualized approach	$0.98 < \bar{\mu} < 1.12$	$1.49 < \bar{\mu} < 1.89$	$1.76 < \bar{\mu} < 2.07$
4.	Interesting and varied learning materials	$1.60 < \bar{\mu} < 1.89$	$1.75 < \bar{\mu} < 2.17$	$2.11 < \bar{\mu} < 2.42$
5.	Teachers' interested in and understanding of students	$1.16 < \bar{\mu} < 1.53$	$1.31 < \bar{\mu} < 1.67$	$1.59 < \bar{\mu} < 1.88$
6.	Class sessions involving group discussions	$1.93 < \bar{\mu} < 2.32$	$1.86 < \bar{\mu} < 2.20$	$2.02 < \bar{\mu} < 2.31$
7.	Teachers' awareness of the job market for students	$1.24 < \bar{\mu} < 1.56$	$1.56 < \bar{\mu} < 2.01$	$2.01 < \bar{\mu} < 2.38$
8.	Continuation Name	$1.51 < \bar{\mu} < 2.03$	$1.46 < \bar{\mu} < 1.76$	$1.69 < \bar{\mu} < 1.91$
9.	Curriculum	$1.88 < \bar{\mu} < 2.12$	$1.55 < \bar{\mu} < 1.83$	$1.68 < \bar{\mu} < 1.91$
10.	Vocational Activities	$1.72 < \bar{\mu} < 2.09$	$1.55 < \bar{\mu} < 1.90$	$1.79 < \bar{\mu} < 2.04$
11.	Guidance	$1.56 < \bar{\mu} < 2.00$	$1.44 < \bar{\mu} < 1.80$	$1.65 < \bar{\mu} < 1.92$

Tabled means closer to 1.00 indicate more agreement with item descriptors 1 - 11.

with those of non-diplomaed former students, teachers perceived more agreement with the questionnaire item concerning interesting and varied learning materials than perceived by non-diplomaed former students.

(4) In response to the questionnaire item concerning teachers' interest in and understanding of students, the following may be said: Because teachers and former diplomaed students have overlapping confidence intervals, the investigator is unable to say that they have different views on this item. However, teachers' views do differ on this questionnaire item with those of non-diplomaed former students, teachers perceived more agreement with the questionnaire item concerning teachers' interest in and understanding of students than perceived by non-diplomaed former students.

(5) In response to the questionnaire item concerning curriculum, the following may be said: Because teachers and former non-diplomaed students have overlapping confidence intervals, the investigator is unable to say that they have different view on this item. However, teachers' views do differ on this questionnaire item with those of diplomaed former students, teachers perceived less agreement with the questionnaire item concerning no curriculum change needed than perceived by diplomaed former students.

#### SUMMARY

Chapter 4 presented the findings of this study as related to the perceptions of 40 continuation teachers and 228 former continuation students of San Joaquin County to research instruments. The descriptive section of this chapter reported frequency counts by participating districts and by total county. The inferential section of this chapter



related to the study's research questions. Of the ten research questions, 1 - 8 were submitted to the analysis of variance, and confidence intervals were constructed for 9 and 10. Both parts of this chapter included tables and adjoining narrative highlighting the most interesting findings.

Chapter 5 will present an interpretation of this data with recommendations for further study suggested.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### INTRODUCTION

This study evaluated continuation programs in San Joaquin County and followed-up former students of such programs.

Presented in this chapter are: (1) a summary of the study, (2) conclusions related to the general areas examined and to the research questions, (3) recommendations for program reform, and (4) recommendations for further study.

#### SUMMARY OF THE STUDY

This section is treated under five major headings: (1) the problem studied, (2) literature review, (3) participants in the study, (4) study methodology, and (5) study assumptions and limitations.

##### The Problem Studied

A study was initiated to evaluate continuation programs in San Joaquin County touching upon the former students' and current teachers perceived content and value of the programs being offered. Also, the investigator decided to examine the following general areas:

- A. What are the personal backgrounds of the participants?
- B. To what degree are the intentions of Education Code 5950 being followed/applied according to the perceptions of former continuation students and teachers currently teaching in continuation

programs under study? And,

C. What reactions and suggestions do the respondents have for improving the continuation program in which they have participated?

Since the study was exploratory in nature, the investigator did not use stated hypotheses. Rather, ten research questions were asked about study participants' responses:

1. Do former students of differing sex differ in their responses to questionnaire items?
2. Do former students of differing age levels differ in their responses to questionnaire items?
3. Do the responses of former students who were sent by the school administration to continuation high school differ from the responses of former students who personally requested admission to continuation high school?
4. Is there a relationship between the numbers of semesters former students attended a continuation high school and their responses to questionnaire items?
5. Do the responses of former students who have high school diplomas differ from the responses of former students who do not have high school diplomas?
6. Do the responses of former students who have had schooling since continuation high school differ from the responses of former students who have not had schooling since continuation high school?
7. Do the responses of former students who desire further schooling differ from the responses of former students who do not desire further schooling?
8. Is there a relationship between years of teaching experience

and responses to questionnaire items?

9. Is there a closer relationship between the responses of teachers, and former students who personally requested continuation high school, than between the responses of teachers and former students who were sent to continuation high school?

10. Is there a closer relationship between the responses of teachers, and former students who have earned a high school diploma, than between the responses of teachers and former students who have not earned a high school diploma?

### Literature Review

The second chapter of this dissertation reviewed the research and literature specifically pertaining to studies evaluating California continuation programs. The studies were taken in a historical perspective and abstracted according to objectives, methods, and major findings as related to the investigator's study.

A short critique following each study indicated that evaluations thus far are lacking in the following areas:

- (1) Most studies did not relate their study objectives and survey instruments to state codes relating to continuation programs.
- (2) Most studies employed only descriptive statistics. Inferential statistics, however, would supply the researcher with conclusions extending beyond the sample statistics themselves.
- (3) Most studies did not survey all participants of continuation programs; i.e., students, teachers, administrators, and parents. And,

- (4) Many of the study's reported only surveyed one program, therefore, not allowing for induction or inference to a larger population.

The investigator concluded from the review of related literature and research that an evaluative study touching upon the actual content and perceived value of continuation education programs being offered was needed. Also, it was felt that by incorporating the objectives of Education Code 5950 into study instruments and by questioning administrators, students and teachers of several continuation programs some interesting findings of positive value would be found. Further by employing inferential as well as descriptive statistics certain study findings could be extended beyond the sample statistics to a larger population.

#### Study Participants

The experimentally accessible population of this study was all former students of continuation programs in San Joaquin County, who physically attended continuation instruction for at least 180 hours during one or more of the following years: 1971-72, 1972-73, and 1973-74, and who ranged in age from 18 to 20 years during the beginning of data collection (October, November, 1974).

The teachers in the study consisted of all continuation teachers in San Joaquin County who taught full-time during the school year, 1973-74.

#### Study Methodology

The intentions of E. C. 5950 were used as guidelines in the preparation of study instruments. The questionnaires were administered

to 228 former continuation students and 40 teachers (4 of whom were administrators) of six participating districts in San Joaquin County. The questionnaire responses were then submitted to frequency tallies, the analysis of variance and confidence intervals.

In answering research questions 1 - 10, the analysis of variance was first used to see if there were significant differences between the six school districts, under study. Since no significant differences existed between districts, districts were pooled as a total group and analyzed. Research questions were applied to questionnaire items whose responses could be ordinally scaled. The analysis of variance was used to treat research questions 1 - 8. Confidence intervals, which were constructed for research questions 9 and 10, were applied to ordinally scaled items common to both teacher and former student questionnaires. Since the study was exploratory, no level of significance was set. The investigator, rather, decided to discuss all findings at probability levels of 0.10, 0.05, and 0.01 for research questions 1 - 8 and at the probability level of 0.05 for research questions 9 and 10.

#### Study Assumptions and Limitations

The findings of this study and generalizations should be viewed with the following assumptions and limitations in mind:

This study was based upon several assumptions:

1. The majority of teachers and former students answered the questionnaire items honestly.
2. The teachers and former students were a valuable source of information in determining the application of the legislative intent of E. C. 5950 for continuation programs.

3. The teachers and former students would have valuable suggestions in recommending improvements in existing continuation programs since they have all experienced such a program.

4. The items on the questionnaire adequately represented the legislative intent and objectives which Education Code 5950 intended to imply.

5. The investigator realized that although some programs may ~~in fact have changed physically (moved to another campus, different equipment)~~; philosophically continuation programs under analysis were essentially the same during the tenure of former students as they were during the 1973-74 school year.

6. Teachers and former students were aware of the majority of services their programs rendered.

7. The persons who filled in the questionnaires as well as those persons who were personally interviewed from the interview guide interpreted the items similarly.

8. The investigator assumed no interviewer effect, i.e., there would be no difference due to different people involved in data collection.

The findings of this study and generalizations should be viewed with the following limitations in mind:

This study was based upon several limitations:

1. No all continuation schools were equal in terms of staff dedication, facilities, and monies available.

2. Respondents' expectations of program excellence vary.

3. The study considered the perceptions of former students and current teachers of continuation programs without reference to the

economic status, social class, ethnic origin, student personality, attitudes, and previous experiences of the respondents.

4. The study limited its evaluation to only those items found on the questionnaires.

5. The study considered perceptions of the respondents and not demonstrated successes the individual programs may have had.

6. Some of the former students who have experienced negative feelings in school may retaliate against school and the educational setting or system by being malevolent in their responses by using the questionnaire as a means of "getting back" at the school.

7. Some former students may experience some distortion of recall (remembering the pleasant, forgetfulness) in view of the fact that they have been away or out of continuation for a period of time.

8. There may be some discrepancy between the teachers' responses to items on the questionnaire and their actual classroom performance.

9. Since the students of continuation oftentimes lack motivation, the length of the questionnaire may have discouraged its completion by many former students in the study.

10. Persons living in San Joaquin County were personally interviewed, while others who had moved out of the county were contacted by mail. Consequently, there is a higher proportion of participants from those presently living in the county since it is generally recognized that personal interview response is significantly more successful, in terms of return, than the mailed questionnaires: ". . . the only important difference between a mail survey and an interview study is that in mail studies the percent of return is small -- between 20 and



40 percent on the average -- as compared with interviews which typically result in about 95 percent return."<sup>1</sup>

## CONCLUSIONS RELATED TO GENERAL AREAS AND RESEARCH QUESTIONS

### Introduction

Several conclusions relative to this study were drawn. This section will cite major findings and conclusions related to each general area and each research question. The following is related to the county, as a whole. With regard to general areas, majority findings (51 percent or more) will be focused upon, with the exception of certain findings concerning participants' personal backgrounds. With regard to research questions, those findings at the 0.05 and 0.01 probability levels will be included in the narrative.

### GENERAL AREA A: WHAT ARE THE PERSONAL BACKGROUNDS OF THE PARTICIPANTS?

#### Former Students' Profile

It was found that the former students participating in this study were typified by the following:

(a) Ninety-six (42.1 percent) of the respondents were working full or part-time. Another 59 (25.8 percent) were unemployed and 55 (24.1 percent) were looking for a job. Of 92 working, 42 (45.6 percent) reported that they had obtained their own employment.

(b) Of 228 respondents, 126 (55.2 percent) perceived their enrollment in continuation high school as being an administrative

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<sup>1</sup>G. C. Helmstadter, Research Concepts in Human Behavior, Education, Psychology, Sociology. New York: Appleton-Century Crofts, 1970, p. 71.

assignment. Of these 126, 116 (92 percent) perceived the cause of administrative referral as being due to disciplinary problems, including truancy.

(c) Of 227 respondents, 151 (66.5 percent) did not graduate from high school. Of the 76 who graduated, 43 (55.1 percent) earned their diploma through continuation high school. Of the 150 who had not graduated from high school and responded to this item, 104 (69.3 percent) commented that they were planning on graduating in the future.

(d) Of 225 respondents, the most frequently mentioned reasons for quitting continuation high school were the following: 44 (19.5 percent) graduated from high school, 30 (13.3 percent) turned eighteen years of age, and 33 (14.6 percent) quit due to lack of interest.

(e) The majority of respondents (53.5 percent) had no schooling since continuation high school. However, the majority of the respondents (76.2 percent) commented that they plan on attending school in the future. Community college and trade school were most frequently cited as types of schooling respondents planned on attending. And,

(f) The respondents most frequently listed music, shop, art, and work experience as their areas of interest, and businesss courses, English, literature, writing, work experience, and self-awareness as being most necessary to learn for successful community living.

From the above, the following profile may be included. Most of the former student participants:

(a) were working, of which nearly half had obtained their own employment.

(b) had attended continuation high school due to an administrative request caused by the students' poor disciplinary behavior at the

regular high school;

(c) had not graduated; and of the third who had graduated, slightly over half had graduated from continuation high school while the others had earned their high school diplomas through regular high school, the High School Equivalency Test, and adult education. Of non-diplomaed former students, more than two-thirds planned on graduating, eventually;

(d) slightly over half, had no schooling since continuation high school; and,

(e) over three-fourths were planning to attend school in the future.

#### Teacher Profile

It was found that teachers participating in this study were typically characterized by the following:

(a) Slightly over half had obtained their master's degree. However, nearly all had their secondary credential.

(b) Forty-seven point five percent stated that they wanted to teach this type of student.

(c) The majority had tenure, and all had full-time status.

(d) Although 75 percent had 2 or more years of teaching experience at continuation high school, 25 percent had only one year. And, 87.5 percent planned to teach at continuation high school for the following year, since of these 35 teachers (68.5 percent) like teaching at this school; and

(e) Most respondents enjoy teaching English, literature, and writing most of all. And, most felt self-awareness and work experience were necessary for students to learn for successful community living.

From the above the following profile can be induced, teachers were well qualified in terms of credentials and degrees. There were many teachers who had several years of teaching experience in the continuation field. Over three-fourths planned on teaching at a continuation school the following year since over half claimed they liked teaching in such a program.

Through observing the preceeding profiles, it is interesting to note that the majority of teachers and former students both felt that self-awareness and work experience were most needed for successful community living.

GENERAL AREA B:  
TO WHAT DEGREE ARE THE INTENTIONS OF  
EDUCATION CODE 5950 BEING FOLLOWED/APPLIED  
ACCORDING TO THE PERCEPTIONS OF FORMER CONTINUATION  
STUDENTS AND TEACHERS CURRENTLY TEACHING IN CONTINUATION  
PROGRAMS UNDER STUDY?

Since there are four major areas of concern (high school diploma requirements, individualized instruction, occupational orientation, and guidance services) in Education Code 5950, these areas will be discussed in the subsequent paragraphs. Former students responses will be followed by those of current teachers.

1. Perceptions of former students concerning the High School Diploma and Aspects of Courses:

It was found that the majority of former students perceived the following:

(a) they were completely informed of high school diploma requirements and the ways of completing these requirements;

(b) they were allowed to choose some courses each semester;

- (c) the program was almost entirely individualized;
- (d) most to all materials were varied and interesting;
- (e) classes weren't too large;
- (f) teachers were interested in and understanding of themselves (students);
- (g) few class sessions had group discussions; and,
- (h) business equipment was available to them.

The investigator concluded from the above that the majority of former students had favorable impressions of various aspects of courses. With such favorable impressions, one wonders why so few graduate from high school.

## 2. Perceptions of continuation teachers concerning aspects of courses and the high school diploma.

It was found that the majority of current teachers perceived the following:

- (a) I (teacher) am aware of the high school requirements, and the ways of fulfilling requirements;
- (b) Students are allowed to select some of their courses each semester;
- (c) I (teacher) offer my students a program entirely directed to their special needs;
- (d) As a whole, my students find my materials varied and interesting;
- (e) My classes are not too large;
- (f) Teachers in my school are interested in and understanding of students;
- (g) A few of our class sessions had group discussions; and,

(h) The teachers felt that sewing machines, recreation area and business equipment were available to students.

The teachers' composite viewpoint gives a very favorable impression of curriculum related program characteristics.

There appears to be general agreement between former students and continuation teachers on most points in this section of the questionnaire. One discrepancy in perceptions was over the facilities available to students. The majority of teachers cited sewing machines, business equipment, and recreation while the majority of former students only mentioned business equipment.

### 3. Perceptions of Former Continuation Students Concerning Occupational Orientation.

It was found that the majority of former students perceived the following:

- (a) some to most of the teachers were aware of the job market;
- (b) vocational reading material and tests to measure abilities were used with them. Also,
- (c) high school training was found later to be unrelated to the employment they now have or are seeking.

It may be concluded from the above that the majority of former students perceived very few continuation program elements concerning occupational orientation. Also, high school training unrelated to the former students' future aspirations might indicate poor work-study preparation.

### 4. Perceptions of continuation teachers concerning occupational orientation.

It was found that the majority of teachers perceived the following:

- (a) most teachers are aware of the job market;
- (b) the following materials are being used with continuation students: vocational reading materials and films, tests to measure interests and abilities, and work permits;
- (c) The following activities are being used with students: guest speakers to talk about jobs and opportunities; field trips to job sites, job counseling, job placement, job follow-up, business training, regional occupational program and work experience at school and in the community.

It may be concluded from teachers' responses concerning occupational orientation that the majority of teachers perceived a strong occupational program being offered to continuation students.

After observing both former students' and teachers' reactions to questions concerning occupational orientation, there appears to be a wide discrepancy in perceptions of occupational offerings, between these two groups.

##### 5. Perceptions of former continuation students concerning guidance services.

It was found that the majority of former students perceived the following:

- (a) Continuation high school as offering students a personalized approach to learning, and
- (b) a counselor was available to them.

From the above, the investigator concluded that the majority of former students did not perceive many guidance related activities as

being available to them while at continuation high school, since the majority mentioned only one aspect of guidance services.

#### 6. Perceptions of continuation teachers concerning guidance.

It was found that the majority of continuation teachers checked the following services and program as being available to students while at continuation: counselor, group-counseling, sex education, teacher-student conferences, someone to go to with a problem, someone who knew about community agencies, contact with the home, parent-teacher conferences, and drug education. And, nearly all teachers felt that continuation high school offered students a personalized approach to learning.

From the list above, the majority of teachers perceived many guidance related activities available to students.

These two groups of respondents varied greatly in their perceptions of the number of guidance related activities. Both groups, however, perceived continuation high school as offering students a personalized approach to learning.

#### GENERAL AREA C: WHAT REACTIONS AND SUGGESTIONS DO THE RESPONDENTS HAVE FOR IMPROVING THE CONTINUATION PROGRAM IN WHICH THEY HAVE PARTICIPATED?

#### 1. Reactions of former continuation students to the continuation program they have experienced.

It was found that the majority of former students perceived the following:

(a) They really enjoyed attending continuation high school more than regular high school.



This favorable reaction to this particular school might be interpreted as a testimonial to continuation's personalized approach to learning.

2. Reactions of former continuation teachers to the continuation program they experienced.

It was found that the majority of teachers perceived the following:

(a) They really enjoyed teaching at continuation high school more than regular high school. And,

(b) They felt that their continuation high school best prepared the student for community life in the areas of communicating orally with others, reading with understanding, getting a job, getting along well with others and using basic math skills.

It appears from the above that both groups enjoyed this alternative secondary high school approach.

3. Suggestions of former continuation students for improving the continuation program in which they have participated?

It was found that the majority of former students perceived the following:

(a) That the name of the program should not be changed from continuation to something else, and

(b) Nearly half felt that no changes were needed in guidance, and

(c) Nearly half felt that changes in curriculum were needed.

4. Suggestions of continuation teachers for improving the continuation program in which they have participated?

It was found that the majority of continuation teachers perceived the following:

(a) Continuation high school could better prepare students for successful community living in the following ways: to express oneself in writing, to get and hold a job, to think problems through and to manage home and family.

(b) The majority felt that change was needed in curriculum and vocational activities.

There appears from the data that former students and teachers concur only on the need for curriculum changes.

As previously mentioned in the introduction to the conclusions section of this chapter, only those findings at the 0.05 and 0.01 probability levels will be included for discussion of Research Questions 1 - 8.

RESEARCH QUESTION 1  
DO FORMER STUDENTS OF DIFFERING SEX DIFFER  
IN THEIR RESPONSES TO QUESTIONNAIRE ITEMS?

It was found that female former students perceived learning materials as being more interesting and varied than did their male counterpart.

RESEARCH QUESTION 2  
DO FORMER STUDENTS OF DIFFERING AGE LEVELS  
DIFFER IN THEIR RESPONSES TO QUESTIONNAIRE ITEMS?

It was found that former 18 year old students perceived changes in curriculum and guidance as being more necessary than did 19 and 20 year old former students.

## RESEARCH QUESTION 3

DO THE RESPONSES OF FORMER STUDENTS WHO WERE SENT BY THE SCHOOL ADMINISTRATION TO CONTINUATION HIGH SCHOOL DIFFER FROM THE RESPONSES OF FORMER STUDENTS WHO PERSONALLY REQUESTED ADMISSION TO CONTINUATION HIGH SCHOOL?

It was found that former students requesting admission to continuation high school were younger than those sent by the school administration to continuation high school. Also, former students who requested admission to continuation high school by administrative request in the following ways:

- (a) they perceived more freedom in their selection of courses;
- (b) they perceived learning materials as being more interesting and varied;
- (c) they perceived teachers as being more interested in and understanding of themselves (students); and
- (d) they enjoyed attending continuation high school more than the regular school.

## RESEARCH QUESTION 4

IS THERE A RELATIONSHIP BETWEEN THE NUMBERS OF SEMESTERS FORMER STUDENTS ATTENDED A CONTINUATION HIGH SCHOOL AND THEIR RESPONSES TO QUESTIONNAIRE ITEMS?

It was concluded that respondents of differing numbers of semesters attended, did not differ on tested questionnaire item descriptors.

## RESEARCH QUESTION 5

DO THE RESPONSES OF FORMER STUDENTS WHO HAVE HIGH SCHOOL DIPLOMAS DIFFER FROM THE RESPONSES OF FORMER STUDENTS WHO DO NOT HAVE HIGH SCHOOL DIPLOMAS?

It was found that diplomaed former students had obtained a higher grade level and had more schooling since continuation high school than non-diplomaed former students. Also, the diplomaed former students differed from non-diplomaed former students in the following ways:

(a) they had attended continuation high school for a shorter period of time;

(b) they perceived more information being given pertaining to high school requirements;

(c) they perceived more information being given on ways of fulfilling graduation requirements;

(d) they perceived more freedom in the selection of their courses;

(e) they perceived learning materials as being more interesting and varied;

(f) they perceived teachers as being more interested in and understanding of themselves (students);

(g) they perceived more teacher awareness of the job market; and

(h) they indicated more agreement with changing the name of continuation high school.

#### RESEARCH QUESTION 6

DO THE RESPONSES OF FORMER STUDENTS WHO HAVE HAD SCHOOLING SINCE CONTINUATION HIGH SCHOOL DIFFER FROM THE RESPONSES OF FORMER STUDENTS WHO HAVE NOT HAD SCHOOLING SINCE CONTINUATION HIGH SCHOOL?

It was found that former students who have had additional schooling since continuation high school and former students who have had no additional schooling since continuation high school differed on several questionnaire items. The former students who have had additional schooling since continuation high school were characterized by the following:

(a) they had achieved a higher grade level;

(b) they had attended continuation high school for less time;

- (c) a greater proportion of those former students had graduated from high school;
- (d) and, of those who had not graduated, more aspired to this goal, and,
- (e) more of these former students desired further schooling.

RESEARCH QUESTION 7  
DO THE RESPONSES OF FORMER STUDENTS WHO DESIRE FURTHER  
SCHOOLING DIFFER FROM THE RESPONSES OF FORMER STUDENTS WHO DO  
NOT DESIRE FURTHER SCHOOLING?

It was found that former students who desire further schooling differed in their responses from former students who did not desire further schooling on several questionnaire items. The former students who desired further schooling were characterized by the following:

- (a) more of these former students who had not graduated from high school were interested in obtaining a high school diploma;
- (b) more of these former students had more schooling since continuation high school;
- (c) more of these former students perceived continuation high school classes to be more satisfactory in size, and
- (d) more of these former students were more agreeable to changing the name of continuation high school.

RESEARCH QUESTION 8  
IS THERE A RELATIONSHIP BETWEEN YEARS OF TEACHING  
EXPERIENCE AND RESPONSES TO QUESTIONNAIRE ITEMS?

It was concluded that respondents of varying levels of continuation teaching experience did not differ on tested questionnaire item descriptors. However, it was also found (as one would expect) that teachers with more teaching experience had obtained tenure.

Discussion of Research Questions 9 and 10 will report all findings at the 0.05 probability levels since that was the critical value set for these questions.

#### RESEARCH QUESTION 9

IS THERE A CLOSER RELATIONSHIP BETWEEN THE RESPONSES OF TEACHERS, AND FORMER STUDENTS WHO PERSONALLY REQUESTED CONTINUATION HIGH SCHOOL, THAN BETWEEN THE RESPONSES OF TEACHERS AND FORMER STUDENTS WHO WERE SENT TO CONTINUATION HIGH SCHOOL?

It was found that teachers and former students who requested admission to continuation high school had similar views on the following:

- (a) being informed on ways of fulfilling graduation requirements;
- (b) thinking that learning materials were interesting and varied;
- (c) that teachers are interested in and understanding of students, and
- (d) curriculum changes are needed.

#### RESEARCH QUESTION 10

IS THERE A CLOSER RELATIONSHIP BETWEEN THE RESPONSES OF TEACHERS, AND FORMER STUDENTS WHO HAVE EARNED A HIGH SCHOOL DIPLOMA, THAN BETWEEN THE RESPONSES OF TEACHERS AND FORMER STUDENTS WHO HAVE NOT EARNED A HIGH SCHOOL DIPLOMA?

It was found that teachers and diplomaed former students had similar views on the following:

- (a) being informed on ways of fulfilling graduation requirements;
  - (b) students' ability to select courses;
  - (c) learning materials as being varied and interesting;
- and
- (d) teachers' interest in and understanding of students.

## SOME CONCLUDING REMARKS

Since the following were found:

(a) Of 227 former students, 66 percent had not graduated from high school, and, of the 76 who had graduated, only 55.1 percent earned their diploma through continuation high school.

(b) Of 92 former students working, 45.6 percent reported having obtained their own employment.

(c) High school vocational training was reported by 77.6 percent of the former students as being in a field unrelated to their current employment or employment aspirations, and

(d) Former students perceived very few continuation program elements concerning occupational orientation and guidance.

The investigator generally feels that the intent of Education Code 5950 as viewed through former students' current status and questionnaire responses, is not being sufficiently actualized. Although, individualized instruction, many desirable aspects of courses, and interested teachers were reported, too few former students have graduated from this program or have perceived adequate occupationally related activities experienced and guidance related services available to them.

RECOMMENDATIONS FOR  
PROGRAM REFORM

On the basis of the findings of this study, the following recommendations for program improvement are offered:

1. Continuation programs should seek accreditation through the Western Association of Schools and Colleges. Of five administrators of continuation high school programs which weren't accredited, all would like program accreditation.

2. There should be better lines of communication so that students are informed of what is available to them while attending continuation high school.

3. Orientation should be provided so that program features and offerings are communicated to each new student in the program.

4. Meaningful vocational preparation including job placement and follow up should relate to students' interests and abilities.

5. Many former students wrote on their questionnaires that courses were too easy and should be more interesting, relevant and challenging.

6. Curriculum should reflect a wide assortment of course offerings. Also, meaningful elective courses should be offered, perhaps encompassing reported former students' interests; music, shop, arts and crafts, and photography.

7. Sex and health education, management of home&family, business courses, self-awareness, personal business, and English, literature, and writing should be vital areas of curriculum concern.

8. From data collected, there appears to be a desire on the participants' part for a snack bar or cafeteria and workshop.

9. Personal and occupational guidance should be offered students in order to assist them with personal, social and educational adjustment, and to realistically prepare them for future employment opportunities.

10. Attempts should be made to improve the public reputation of continuation high school.

11. Programs should develop goals based upon a needs assessment, monies available, and state mandates. This needs assessment committee



could be comprised of teachers, administrators, and students.

12. Behavioral objectives should be written so that effects of occupational orientation, guidance and course work can be measured in terms of meeting desirable outcomes.

13. On site annual evaluations measuring program effectiveness involving all program participants (students, administrators, and teachers) should be made.

#### RECOMMENDATIONS FOR FURTHER STUDY

On the basis of the findings of this study, the following recommendations for further study can be made:

1. A study should be made of the backgrounds of students presently attending continuation high school to determine information concerning the characteristics of the various students' attending, and the characteristics of those students who graduate as opposed to those who do not graduate, and of those students who request admission as opposed to those who are sent by the school administration.
2. Follow up studies should be made to ascertain program strengths and weaknesses, and to see how former students are managing in the community.
3. Since continuation is a popular choice among high school students, other district secondary schools should study the nature and function of continuation so as to implement some of its characteristics.
4. Follow up studies are recommended to find out why students leave continuation high school for reasons other than graduation.
5. Each district program should investigate why so few of

their continuation students graduate. And,

6. Community vocational needs should be studied to provide a basis for the work-orientation program.

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## A. STUDY INSTRUMENTS



## FORMER STUDENTS' COPY

TODAY is your opportunity to help me in evaluating existing continuation programs. PLEASE ANSWER the following questions briefly. THANK YOU in advance for your valuable time. In gratitude, I will use your comments to make recommendations for changes in continuation programs. Your comments will be held in confidence. Thanks again! (You may find that some questions do not apply to you; you may skip these.) REMEMBER - All of the following items pertain to your experience at continuation high school.

A. BACKGROUND

1. Name \_\_\_\_\_  

First
Initial
(Maiden)
Last
2. Address, where mail will always reach you.  

No.
Street
City
State
Zipcode
3. Phone Number (\_\_\_\_\_) \_\_\_\_\_  

area code
Number
4. Age \_\_\_\_\_. Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_. Sex \_\_\_\_  

month/day/year
M or F
5. Are you (check one): Single \_\_\_, Married \_\_\_, Divorced \_\_\_,  
or Widowed \_\_\_?
6. Highest grade level achieved in school? (Please circle)  
10    11    12    13    14    15    above (please specify \_\_\_\_ )
- 7a. What are you currently doing? (Please check the appropriate responses; you may check more than one.)  

☐ working (full-time)

☐ housewife

☐ in the clergy

☐ working (part-time)

☐ armed services

☐ going to school (full-time)

☐ unemployed

☐ going to school (part-time)

☐ looking for a job

☐ other (please specify below)

☐ not looking for a job
- 7b. If you are presently working, who helped you get your job?  
\_\_\_\_\_
8. Why did you attend continuation school? (Please check the major reason.)  

☐ assigned by the administration  
☐ went by my own request  
☐ delayed or late enrollment in the district  
☐ for the benefit of longer hours of employment than the regular school would allow  
☐ other (please specify) \_\_\_\_\_

9. If you were sent by administrative action, why were you? (Please check the major reason.)

☐ due to discipline problems, including truancy  
☐ for the benefit of the academic program  
☐ for the benefit of longer hours of employment than the regular school would allow  
☐ due to other reasons (please specify) \_\_\_\_\_

10. How long did you attend continuation high school? (Please check one response.)

☐ one semester or less  
☐ one semester to two semesters  
☐ two semesters to three semesters  
☐ three semesters to four semesters  
☐ four semesters or more.

11. Did you graduate from high school?

☐ yes  
☐ no

If you answered "yes" to number 11, through which school did you earn your diploma? (Please check one.)

☐ continuation high school      ☐ the armed services  
☐ regular high school      ☐ high school equivalency test  
☐ adult education      ☐ correspondence courses  
☐ community college      ☐ trade school  
☐ other (please specify) \_\_\_\_\_

12. If you did not graduate from high school, do you plan to?

☐ yes  
☐ no

If you answered "yes" to number 12, how do you plan on accomplishing this goal? (Please check those items which apply.)

☐ continuation high school      ☐ the armed services  
☐ regular high school      ☐ high school equivalency test  
☐ adult education      ☐ correspondence courses  
☐ community college      ☐ trade school  
☐ other (please specify) \_\_\_\_\_

13. If you quit continuation high school, why did you do so? (Although several of the following may apply, please check the one which was the principal reason.)

☐ graduated from high school      ☐ disciplinary difficulties  
☐ turned 18 years of age      ☐ entered the military  
☐ went back to the regular high school      ☐ illness  
☐ need to work      ☐ poor academic achievement  
☐ pregnancy      ☐ needed at home  
☐ marriage

(item 13 is continued on page 3)

## 13. (continued)

- ☐ lack of interest  
☐ moved away  
☐ other (please specify) \_\_\_\_\_

## 14. Have you had any schooling since continuation high school?

- ☐ yes  
☐ no

If you answered "yes" to item 14, what kind of schooling have you had? (You may check several responses if they apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> trade school                  | <input type="checkbox"/> community college      |
| <input type="checkbox"/> regular high school           | <input type="checkbox"/> four year college/     |
| <input type="checkbox"/> the armed services            | <input type="checkbox"/> university             |
| <input type="checkbox"/> summer school                 | <input type="checkbox"/> correspondence classes |
| <input type="checkbox"/> institutes/work shops         | <input type="checkbox"/> sensitivity groups     |
| <input type="checkbox"/> church instruction (seminary) | <input type="checkbox"/> other (please specify) |
| <input type="checkbox"/> business school               | _____   |

## 15. Do you plan on attending school in the future?

- ☐ yes  
☐ no

If you answered "yes" to item 15, what kind of schooling have you in mind? (You may check several responses, if they apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> trade school                  | <input type="checkbox"/> community college      |
| <input type="checkbox"/> regular high school           | <input type="checkbox"/> four year college/     |
| <input type="checkbox"/> the armed services            | <input type="checkbox"/> university             |
| <input type="checkbox"/> summer school                 | <input type="checkbox"/> correspondence courses |
| <input type="checkbox"/> institutes/work shops         | <input type="checkbox"/> sensitivity groups     |
| <input type="checkbox"/> church instruction (seminary) | <input type="checkbox"/> other (please specify) |
| <input type="checkbox"/> business school               | _____   |

## 16. What areas interest you the most?

- |   |   |
|---|---|
| <input type="checkbox"/> agricul., horticult., forestry | <input type="checkbox"/> health education   |
| <input type="checkbox"/> art                            | <input type="checkbox"/> history            |
| <input type="checkbox"/> business courses               | <input type="checkbox"/> home repairs       |
| <input type="checkbox"/> canning                        | <input type="checkbox"/> knitting           |
| <input type="checkbox"/> carpentry                      | <input type="checkbox"/> music              |
| <input type="checkbox"/> cooking                        | <input type="checkbox"/> photography        |
| <input type="checkbox"/> crafts                         | <input type="checkbox"/> physical education |
| <input type="checkbox"/> drama, speech                  | <input type="checkbox"/> self-awareness     |
| <input type="checkbox"/> drug education                 | <input type="checkbox"/> science            |
| <input type="checkbox"/> English, literature, writing   | <input type="checkbox"/> sex education      |
| <input type="checkbox"/> foreign languages              | <input type="checkbox"/> sewing             |
| <input type="checkbox"/> gardening                      | <input type="checkbox"/> shop               |
| <input type="checkbox"/> geography                      | <input type="checkbox"/> upholstery         |
| <input type="checkbox"/> other (please specify)         | <input type="checkbox"/> work experience    |

17. Please underline the areas in question 16 which you feel students most need to learn for successful community living. You may underline as many as you think appropriate. If you can think of other areas which students should be exposed to in school to prepare them for community living, please specify \_\_\_\_\_.
18. In your opinion, what do you feel the continuation high school, in general, is trying to accomplish? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### B. HIGH SCHOOL DIPLOMA

1. I was informed of the requirements necessary for obtaining a high school diploma.
- ☐ Yes, I was completely informed of them.
- ☐ I was told most of them.
- ☐ I was told none of them.
- ☐ I have no opinion on this statement.
2. I was informed on the ways of fulfilling the graduation requirements.
- ☐ Yes, I was always informed of ways of completing high school requirements.
- ☐ I was told how to complete requirements occasionally.
- ☐ I was never told how to fulfill requirements.
- ☐ I have no opinion on this statement.
3. I selected some of my courses while at continuation.
- ☐ Yes, I was allowed to choose some courses each semester.
- ☐ Occasionally I was allowed to choose a course.
- ☐ I was never able to choose a course.
- ☐ I have no opinion on this statement.
4. I was offered an individualized approach to learning. (A program tailored to my needs with special personal attention from the teacher and/or a tutor).
- ☐ Yes, my program was entirely directed to my special needs.
- ☐ The program was individualized somewhat (to a moderate degree).
- ☐ No, I was never given an individualized program.
- ☐ I have no opinion on this statement.
5. I found the learning materials to be varied and interesting.
- ☐ Yes, I found all materials to be varied and interesting.
- ☐ Most materials were varied and interesting.
- ☐ In general, the materials were not varied and interesting.
- ☐ I have no opinion on this statement.

6. I found the class size to be satisfactory.

- ☐ My classes were not too large.  
☐ Some of my classes were too large.  
☐ Most of my classes were too large.  
☐ I have no opinion on this statement.

7. I found that the teachers were interested in and understanding of me.

- ☐ Yes, I definitely felt that they were.  
☐ Some teachers were.  
☐ Most were not interested.  
☐ I have no opinion on this statement.

8. Most class sessions involved group discussions.

- ☐ Yes, during most class sessions, we had group discussions.  
☐ A few class sessions had group discussions.  
☐ We never had time for group discussions during class.  
☐ I have no opinion on this statement.

9. Please check the following facilities that were available to you while you attended continuation classes.

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> library     | <input type="checkbox"/> sewing machines              |
| <input type="checkbox"/> shop        | <input type="checkbox"/> recreation area              |
| <input type="checkbox"/> kitchen     | <input type="checkbox"/> physical education           |
| <input type="checkbox"/> cafeteria   | <input type="checkbox"/> business equipment           |
| <input type="checkbox"/> science lab | <input type="checkbox"/> Other (please specify) _____ |

### C. OCCUPATIONAL ORIENTATION

1. I felt that the teachers were aware of the job market/work opportunities for their students.

- ☐ Most of the teachers were aware of the job market.  
☐ Some of the teachers were aware of the job market.  
☐ None of the teachers were aware of the job market.  
☐ I have no opinion on this statement.

2. Please check the following materials which were used with you, while at continuation.

- ☐ vocational reading material  
☐ vocational films  
☐ tests to measure interests  
☐ tests to measure abilities  
☐ work permits

3. Please check the following activities which you experienced while at continuation.

- ☐ guest speakers to talk about jobs and opportunities  
☐ field trips to job sites  
☐ an accepting community

## 3. (continued)

- ☐ work experience at school  
☐ work experience in the community  
☐ job counseling  
☐ job placement  
☐ job follow-up (they visited you at work, they spoke with your employer, etc.)  
☐ group discussions  
☐ business training (typing, shorthand, office machines)  
☐ R.O.P. or R.O.C. (regional occupation programs)

## 4. After your departure from continuation, has the school personnel tried to contact you to see what you are doing?

- ☐ Yes, they have frequently gotten in touch with me. How?  
☐ Occasionally I have been contacted by school personnel. How?  
☐ To my knowledge, continuation school personnel have never contacted me since my departure.  
☐ I have no opinion on this statement.

5. Which single statement best describes your present job or, if unemployed, the job you are looking for?<sup>1</sup>

- ☐ In a field for which I received specific high school training  
☐ In a field related to my high school training  
☐ In a field unrelated to my high school training

6. What was your high school occupational choice?<sup>2</sup>

\_\_\_\_\_

7. What is your present occupational choice?<sup>3</sup>

\_\_\_\_\_

8. Who helped you most in planning for the future when you were going to continuation. (Please check most helpful.)

- ☐ teachers      ☐ parents      ☐ other (please specify) \_\_\_\_\_  
☐ counselors      ☐ friends      \_\_\_\_\_

D. GUIDANCE

## 1. Please check the following services and programs which were available to you while at continuation.

- ☐ counselor      ☐ contact with the home  
☐ group counseling      ☐ parent-teacher conferences

<sup>1</sup>California State Department, Vocational Section and Human Factors Research, Graduate Follow-up Questionnaire, p. 2-3.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

## 1. (continued)

- ☐ sex education                      ☐ teacher-student conferences  
☐ drug education                      ☐ someone to go to with a problem  
☐ someone who knew about community agencies, such as, Planned Parenthood, Mental Health Agencies, etc.

E. REACTIONS

1. Did you enjoy attending continuation school more than the comprehensive, traditional, "regular" type school?

- ☐ Yes, I really did enjoy that difference.  
☐ I, somewhat, enjoyed it over the "regular" school.  
☐ I didn't really enjoy it better.  
☐ I have no opinion on this statement.

2. In what areas, do you feel your continuation school
- best prepared you
- for community living? (Please check as many as you wish.)
- <sup>4</sup>

- ☐ to go on to further education  
☐ to express yourself in writing  
☐ to communicate orally with others  
☐ to read with understanding  
☐ to get a job  
☐ to hold a job  
☐ to get along with others  
☐ to think problems through  
☐ to use basic math skills  
☐ to conduct personal business  
☐ to manage home and family  
☐ other (please specify) \_\_\_\_\_

F. SUGGESTIONS

1. In what areas do you feel your continuation
- could have better prepared you
- for community living? (Please check as many as you wish.)
- <sup>5</sup>

- ☐ to go on to further education  
☐ to express yourself in writing  
☐ to communicate orally with others  
☐ to read with understanding  
☐ to get a job  
☐ to hold a job  
☐ to get along with others  
☐ to think problems through  
☐ to use basic math skills

<sup>4</sup>Pilgreen, M. A Follow-up Study of the Continuation Education Students ... U.S.C., Ed.D., 1973.

<sup>5</sup>Ibid.

1. (continued)

☐ to conduct personal business  
☐ to manage home and family  
☐ other (please specify) \_\_\_\_\_

2. Do you feel that the name of the program should be changed from continuation to something else?

☐ yes  
☐ no

3. What changes, if any, would you recommend in the following areas in improving the continuation school you attended?

(Please check Change or No Change)

	CHANGE NEEDED		COMMENTS
	No	Yes	
CURRICULUM (i.e., courses offered, school materials and activities, high school requirements)			
VOCATIONAL ACTIVITIES (i.e., work experience, business training, job follow-up)			
GUIDANCE (i.e., counseling)			

4. Any further comments you may have \_\_\_\_\_

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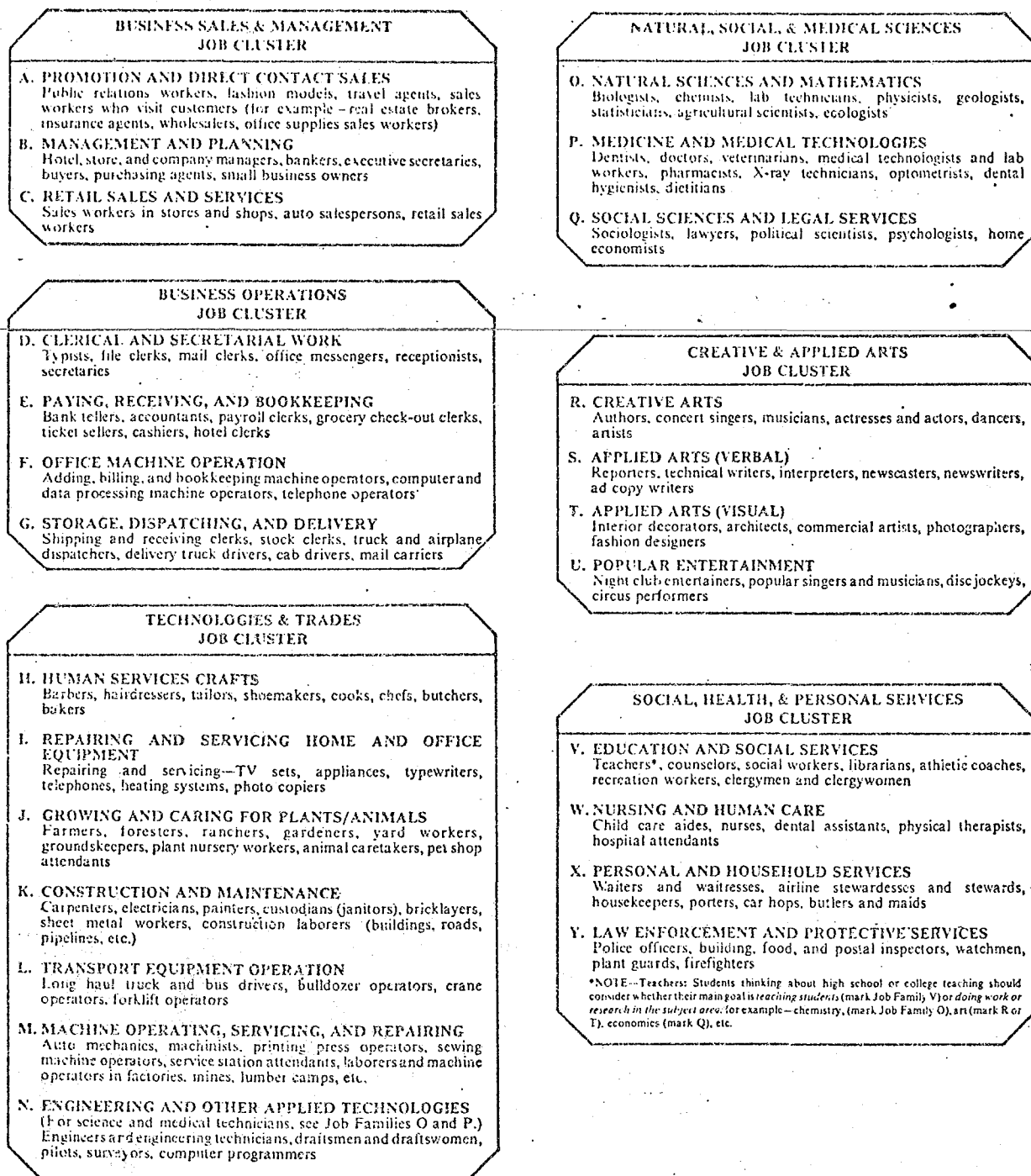


Fig. 4.12. Job Clusters and Related Job Families.

Source: American College Testing Program. Handbook Users"  
Guide Career Planning Program. Boston, Mass.:  
Houghton and Mufflin Company, 1974.

## TEACHERS' COPY

TODAY is your opportunity to help me in evaluating existing continuation programs. PLEASE ANSWER the following questions briefly. THANK YOU in advance for your valuable time! In gratitude, I will use your comments to make recommendations for changes in continuation programs. Your comments will be held in strictest confidence. Thanks again! (If some of the questions do not apply, skip them!)

## A. BACKGROUND

1. Name \_\_\_\_\_  
First Initial Last
2. Your address where mail will always reach you.  
\_\_\_\_\_  
No. Street City State Zip Code
3. Phone Number \_\_\_\_\_ Sex \_\_\_\_\_ Marital Status \_\_\_\_\_  
M or F
4. Highest degree achieved in school? (Please circle) BA/BS  
MA Ed.D./Ph.D.
5. Please list credentials held \_\_\_\_\_  
\_\_\_\_\_
6. Why did you decide to teach at continuation high school?  
\_\_\_\_ It was the only available job at the time.  
\_\_\_\_ I was not satisfied with my "regular" teaching assignment.  
\_\_\_\_ I wanted to teach this type of student.  
\_\_\_\_ Other (please specify) \_\_\_\_\_
- 7a. Do you have tenure in the district?  
\_\_\_\_ Yes \_\_\_\_ No
- 7b. Are you a full-time or part-time continuation teacher? \_\_\_\_\_
- 7c. Major subject(s) you teach: \_\_\_\_\_  
\_\_\_\_\_
8. How long have you taught at continuation high school? (Please circle): 1 year 2 years 3 years 4 years  
5 years 6 years 7 years 8 years or more.
9. During the school year 1973-74 were you given a syllabus or course of study from which to follow for the year in program planning?  
\_\_\_\_ Yes  
\_\_\_\_ No

10. What subjects do you enjoy teaching the most?

- |   |   |
|---|---|
| <input type="checkbox"/> agricul., horticult., forestry | <input type="checkbox"/> health education   |
| <input type="checkbox"/> art                            | <input type="checkbox"/> history            |
| <input type="checkbox"/> business courses               | <input type="checkbox"/> home repairs       |
| <input type="checkbox"/> canning                        | <input type="checkbox"/> knitting           |
| <input type="checkbox"/> carpentry                      | <input type="checkbox"/> music              |
| <input type="checkbox"/> cooking                        | <input type="checkbox"/> photography        |
| <input type="checkbox"/> crafts                         | <input type="checkbox"/> physical education |
| <input type="checkbox"/> drama, speech                  | <input type="checkbox"/> science            |
| <input type="checkbox"/> drug education                 | <input type="checkbox"/> self-awareness     |
| <input type="checkbox"/> english, literature, writing   | <input type="checkbox"/> sex education      |
| <input type="checkbox"/> foreign languages              | <input type="checkbox"/> sewing             |
| <input type="checkbox"/> gardening                      | <input type="checkbox"/> shop               |
| <input type="checkbox"/> geography                      | <input type="checkbox"/> upholstery         |
|   | <input type="checkbox"/> work experience    |

Other (please specify) \_\_\_\_\_

11. Please underline those areas in Question 10 which you feel students most need to learn for successful community living. If you can think of any other areas not specified, please specify

\_\_\_\_\_

12. If you plan on teaching next year, do you plan on teaching at continuation high school?

☐ Yes

☐ No

Why? \_\_\_\_\_

13. In your opinion, what do you feel the continuation school, in general, is trying to accomplish? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. HIGH SCHOOL DIPLOMA REMEMBER - all of the following items pertain to your experience at continuation high school.

1. I am aware of the requirements necessary in obtaining a high school diploma.

☐ Yes, I am completely informed of them.

☐ I know most of them.

☐ I know none of them.

☐ I have no opinion on this statement.

2. Students are informed on the ways of fulfilling graduation requirements.

☐ Yes, they are always informed of ways of completing high school requirements.

☐ They are informed of the ways of completing requirements occasionally.

☐ They never are told of ways.

☐ I have no opinion on this statement.

3. Students are allowed to select some of their courses.

☐ Yes, they choose some courses each semester.

☐ Occasionally they choose a course.

☐ They never are able to choose a course.

☐ I have no opinion on this statement.

4. I offer my students an individualized approach to learning. (A program tailored to individual needs with special personal attention from me or a tutor.)

☐ Yes, my program is entirely directed to the students' special needs.

☐ My program is individualized to a moderate degree.

☐ No, the program I offer is not individualized.

☐ I have no opinion on this statement.

5. I think my students find my materials varied and interesting.

☐ Yes, I feel that students feel/think all materials were varied and interesting.

☐ As a whole, I think my students find most of my materials varied and interesting.

☐ Materials are not selected on the basis of interest and variety.

☐ I have no opinion on this statement.

6. Your class size was manageable.

☐ My classes are not too large.

☐ Some of my classes are too large.

☐ Most of my classes are too large.

☐ I have no opinion on this statement.

7. The teachers, in my school, are interested in and understanding of the students.

☐ Yes, I definitely feel they are.

☐ Some teachers are.

☐ I feel that most are not interested.

☐ I have no opinion on this statement.

8. Most class sessions involved group discussions.

☐ Yes, during most class sessions, we had group discussions.  
☐ A few of our class sessions had group discussions.  
☐ We never had time for group discussions during class.  
☐ I have no opinion on this statement.

9. Please check the following facilities which are available to students attending continuation.

<input type="checkbox"/> library	<input type="checkbox"/> science lab	<input type="checkbox"/> business equipment
<input type="checkbox"/> shop	<input type="checkbox"/> sewing machines	<input type="checkbox"/> Other (please note)
<input type="checkbox"/> kitchen	<input type="checkbox"/> recreation area	
<input type="checkbox"/> cafeteria	<input type="checkbox"/> physical education	

### C. OCCUPATIONAL ORIENTATION

1. I feel that teachers are aware of the job market/work opportunities for their students.

☐ Most of the teachers are aware of the job market.  
☐ Some of the teachers are aware of the job market.  
☐ None of the teachers are aware of the job market.  
☐ I have no opinion on this statement.

2. Please check the following materials which are being used with the students at continuation.

☐ vocational reading material  
☐ vocational films  
☐ tests to measure interests  
☐ tests to measure abilities  
☐ work permits

3. Please check the following activities which are being used with the students at continuation.

☐ guest speakers to talk about jobs and opportunities  
☐ field trips to job sites  
☐ an accepting community  
☐ job counseling  
☐ job placement  
☐ job follow-up (someone visiting the student at work, and speaking to the employer, etc.)  
☐ group discussions  
☐ business training (typing, shorthand, office machines)  
☐ R.O.P. or R.O.C.

4. After the students' departure from continuation, have the school personnel followed them up to see how they are doing?

☐ Yes, they frequently get in contact with students.

- ☐ Occasionally the school personnel follow-up former students.  
☐ To my knowledge, there is no follow-up on former students.  
☐ I have no opinion on this statement.

#### D. GUIDANCE

1. Please check the following services and programs which are available to the student while at continuation.

- |  |  |
|--|--|
| <input type="checkbox"/> counselor   | <input type="checkbox"/> contact with the home     |
| <input type="checkbox"/> group counseling  | <input type="checkbox"/> parent-teacher conference |
| <input type="checkbox"/> sex education   | <input type="checkbox"/> drug education            |
| <input type="checkbox"/> teacher-student conferences   |  |
| <input type="checkbox"/> someone to go to with a problem   |  |
| <input type="checkbox"/> someone who knew about community agencies, i.e., Planned Parenthood, Mental Health Agencies, etc. |  |

#### E. REACTIONS

1. Do you enjoy teaching at continuation school better than the regular, traditional type school?

- ☐ Yes, I really enjoy the difference.  
☐ I, somewhat, enjoy it over the regular school.  
☐ I don't really enjoy it better.  
☐ I have no opinion on this statement.

2. In what areas do you feel the continuation school best prepares the student for community living? (Please check as many as you wish.)<sup>1</sup>

- ☐ to go on to further education  
☐ to express himself in writing  
☐ to communicate orally with others  
☐ to read with understanding  
☐ to get a job  
☐ to hold a job  
☐ to get along well with others  
☐ to think problems through  
☐ to use basic math skills  
☐ to conduct personal business  
☐ to manage home and family  
☐ other (please specify) \_\_\_\_\_

#### F. SUGGESTIONS

1. In what areas do you feel continuation could better prepare students for successful community living? (Please check as many

<sup>1</sup>Pilgreen, M. A Follow-up Study of the Continuation Education Students ... U.S.C., Ed.D., 1973, p. 121.

as you wish.)<sup>2</sup>

- ☐ to go on to further education
- ☐ to express oneself in writing
- ☐ to communicate orally with others
- ☐ to read with understanding
- ☐ to get a job
- ☐ to hold a job
- ☐ to get along well with others
- ☐ to think problems through
- ☐ to use basic math skills
- ☐ to conduct personal business
- ☐ to manage home and family
- ☐ other (please specify) \_\_\_\_\_

2. Do you feel that the name of the program should be changed from continuation to something else?

☐ Yes  
☐ No

3. What changes, if any, would you recommend in the following areas?

(Please check Change or No Change)

	CHANGE NEEDED		COMMENTS
	No	Yes	
CURRICULUM (i.e., courses offered, school materials and activities, high school requirements)			
VOCATIONAL ACTIVITIES			
GUIDANCE (i.e., counseling)			

4. Any further comments you may have \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

<sup>2</sup>Ibid.

B. ADMINISTRATORS QUESTIONNAIRES  
AND COMMENTS



Dear \_\_\_\_\_

I am interested in the following information to complete my observation of your continuation program. I plan to include the following in the appendix of my dissertation, An Evaluation of Continuation Programs in San Joaquin County and a Follow-up Study of Their Former Students.

Please fill in the following answers to my concerns.

Thank-you once again for your valuable time.

P.S. If more space is necessary for answering, please use the back of this form.

Sincerely,

*Virginia Miller*  
Virginia Miller

1. When did your program begin? \_\_\_\_\_
2. How many teachers serve in your program? If there are also some part time teachers, please mention them. \_\_\_\_\_
3. How many administrators serve your program? Counselors? Others, instrumental to your program's success? \_\_\_\_\_
4. Is your program accredited? \_\_\_\_\_ If not, are you interested in its accreditation?  
Comments \_\_\_\_\_
5. How does the referral system or process operate for students who are sent to your school/ who request admittance to your program, etc? How does a child get admitted to the program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Can you make some comments and/or cite some references from your budget to illuminate the greater per-child expense of education in the continuation program as opposed to the regular secondary program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. If possible, may I have a schedule of courses offered?

Please answer the following. There may be some that do not apply, but N/A on those blanks. If you would rather not answer a question, please leave it blank. I'm planning to include the following in the appendix of my dissertation. THANKS AGAIN!

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## IX. THE SCHOOL PLANT\*

For maximum effectiveness a separate school plant is a prime necessity for a continuation high school. Proper facilities perform a definite function in implementing the accomplishment of the program's goals and philosophy. They contribute to the students' feeling of a "new opportunity"; they permit the development and maintenance of policies and operational features without intrusion by or upon a different program; they provide the essential qualities for convenience and efficiency, and they supply a degree of satisfaction as a place to work for both students and staff.

### A. Location.

1. Is the school plant favorably situated in the community so as to best serve its functions? Comment.
2. Discuss any plans or needs to establish additional continuation high schools or relocate the present school.

### B. Buildings and Grounds.

1. Discuss the buildings and grounds as to their comparability, in quality, with other secondary school facilities in the district.
2. Does the school have adequate classrooms?
3. Does the school have sufficient flexibility in its total facilities to hold assemblies and meetings of various sized groups?
4. Are the building locations and arrangement convenient and attractive?
5. Indicate the degree to which the general plant layout contributes (or fails to contribute) to ease of operation and student control.

Source: Western Association of Schools and Colleges, Administration and Staff. Procedure for Appraising the Modern Continuation High School. Burlingame, Ca. 1973.

6. Comment on the adequacy of the following:

- a. Classrooms.
- b. Laboratories and shops.
- c. Facilities for school assemblies.
- d. Office space.
- e. Space for pupil personnel services.
- f. Space for health services.
- g. Custodial facilities and storage space.
- h. Staff work rooms and lounge.
- i. Restrooms.
- j. Other facilities - provided or needed.

7. Lighting, heating, ventilating, acoustics.

- a. Do the lighting fixtures, electrical outlets, etc., permit full use of the classrooms and facilities?
- b. Is the heating system adequate and efficient?

- c. Are the rooms well ventilated?
  - d. Is the acoustical treatment satisfactory?
8. Housekeeping (custodial care).
- a. How are housekeeping standards set up and maintained?
  - b. Discuss the appearance of the building as it reflects the custodial care it receives.
  - c. Are evidences of minor vandalism reported and removed immediately?
9. Is there a master plan for the development of grounds and site?
- Yes \_\_\_\_\_ No \_\_\_\_\_
10. Describe the adequacy of the grounds as developed for various required uses, including parking space, lunch areas, recreational activities or physical education, etc.
11. Evaluate the general attractiveness of the campus.

C. Plant and Instructional Equipment.

- 1. Are sufficient funds budgeted in your district for adequate plant equipment? How is this established?

2. How is the instructional equipment maintained?

D. Services - Community.

1. Are school facilities used by community groups? What is the policy and procedure required?

2. Is there a cooperative agreement with the recreational departments for the use of the buildings? Is it satisfactory?

E. Maintenance and Replacement.

1. Is there an established budget for maintenance and replacement?
2. Has a preventive maintenance program been established for all mechanical and electrical equipment?
3. Is equipment reviewed and/or replaced on a regular schedule?
4. Discuss the general maintenance and replacement programs as they specifically apply to the continuation high school.

Dear \_\_\_\_\_

I am interested in the following information to complete my observation of your continuation program. I plan to include the following in the appendix of my dissertation, An Evaluation of Continuation Programs in San Joaquin County and a Follow-up Study of Their Former Students.

Please fill in the following answers to my concerns.

Thank-you once again for your valuable time.

P.S. If more space is necessary for answering, please use the back of this form.

Sincerely,

*Virginia Miller*  
Virginia Miller

1. When did your program begin? 1968
2. How many teachers serve in your program? 5 If there are also some part time teachers, please mention them. \_\_\_\_\_
3. How many administrators serve your program? 1 Counselors? 1 Others, instrumental to your program's success? Psych. 1 x a week
4. Is your program accredited? No If not, are you interested in its accreditation? Yes  
Comments Costs money
5. How does the referral system or process operate for students who are sent to your school/ who request admittance to your program, etc? How does a child get admitted to the program? Adm. committee (Psychologist, H.S. Dean (stud.), stud's. V.P. Stud's counselor & (name))  
Attendance probl. acad. failure, discipline, student referral.
6. Can you make some comments and/or cite some references from your budget to illuminate the greater per-child expense of education in the continuation program as opposed to the regular secondary program?  
class size 1-15
7. If possible, may I have a schedule of courses offered?

Please answer the following. There may be some that do not apply, but N/A on those blanks. If you would rather not answer a question, please leave it blank. I'm planning to include the following in the appendix of my dissertation. THANKS AGAIN!

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## IX. THE SCHOOL PLANT

For maximum effectiveness a separate school plant is a prime necessity for a continuation high school. Proper facilities perform a definite function in implementing the accomplishment of the program's goals and philosophy. They contribute to the students' feeling of a "new opportunity"; they permit the development and maintenance of policies and operational features without intrusion by or upon a different program; they provide the essential qualities for convenience and efficiency, and they supply a degree of satisfaction as a place to work for both students and staff.

### A. Location.

1. Is the school plant favorably situated in the community so as to best serve its functions? Comment.

No

2. Discuss any plans or needs to establish additional continuation high schools or relocate the present school.

None

### B. Buildings and Grounds.

1. Discuss the buildings and grounds as to their comparability, in quality, with other secondary school facilities in the district.

No comparison

2. Does the school have adequate classrooms? Definitely not.

3. Does the school have sufficient flexibility in its total facilities to hold assemblies and meetings of various sized groups?

No

4. Are the building locations and arrangement convenient and attractive?

No

5. Indicate the degree to which the general plant layout contributes (or fails to contribute) to ease of operation and student control.

Contributes to confusion

6. Comment on the adequacy of the following:

- a. Classrooms.  
inadequate
- b. Laboratories and shops.  
inadequate
- c. Facilities for school assemblies.  
None
- d. Office space.  
Not happy
- e. Space for pupil personnel services.  
None
- f. Space for health services.  
None
- g. Custodial facilities and storage space.  
O.K.
- h. Staff work rooms and lounge.  
Poor
- i. Restrooms.  
O.K.
- j. Other facilities - provided or needed.  
Need new campus

7. Lighting, heating, ventilating, acoustics.

- a. Do the lighting fixtures, electrical outlets, etc., permit full use of the classrooms and facilities?  
No
- b. Is the heating system adequate and efficient?



c. Are the rooms well ventilated?

Yes

d. Is the acoustical treatment satisfactory?

No! No! No!

8. Housekeeping (custodial care).

a. How are housekeeping standards set up and maintained?

Yes

b. Discuss the appearance of the building as it reflects the custodial care it receives.

c. Are evidences of minor vandalism reported and removed immediately?

Yes

9. Is there a master plan for the development of grounds and site?

Yes \_\_\_\_\_ No X \_\_\_\_\_

10. Describe the adequacy of the grounds as developed for various required uses, including parking space, lunch areas, recreational activities or physical education, etc.

11. Evaluate the general attractiveness of the campus.

C. Plant and Instructional Equipment.

1. Are sufficient funds budgeted in your district for adequate plant equipment? How is this established?

2. How is the instructional equipment maintained?

Yes

D. Services - Community.

1. Are school facilities used by community groups? What is the policy and procedure required?

Yes

2. Is there a cooperative agreement with the recreational departments for the use of the buildings? Is it satisfactory?

No

E. Maintenance and Replacement.

1. Is there an established budget for maintenance and replacement?

No

2. Has a preventive maintenance program been established for all mechanical and electrical equipment?

No

3. Is equipment reviewed and/or replaced on a regular schedule?

No.

4. Discuss the general maintenance and replacement programs as they specifically apply to the continuation high school.

## SCHOOL DISTRICT A

Curriculum

Math

English

Science

State Requirements

Social Studies

Business

Vocational Office Training

Typing

Business Machines

Bookkeeping

Clerical Practice

Arts and Crafts

Art

Reading Improvement

Self Study

Work Experience

A unit of Occupational Information is given in the English classes as every student takes English. A total of forty work experience credits may be earned toward graduation. Credit is based on the work day and class attendance.

Dear \_\_\_\_\_

I am interested in the following information to complete my observation of your continuation program. I plan to include the following in the appendix of my dissertation, An Evaluation of Continuation Programs in San Joaquin County and a Follow-up Study of Their Former Students.

Please fill in the following answers to my concerns.

Thank-you once again for your valuable time.

P.S. If more space is necessary for answering, please use the back of this form.

Sincerely,

*Virginia Miller*  
Virginia Miller

1. When did your program begin? 1964
2. How many teachers serve in your program? If there are also some part time teachers, please mention them. \_\_\_\_\_
3. How many administrators serve your program? 1 Counselors? 1 Others, instrumental to your program's success? 4
4. Is your program accredited? No If not, are you interested in its accreditation?  
Comments Yes
5. How does the referral system or process operate for students who are sent to your school/ who request admittance to your program, etc? How does a child get admitted to the program?  
Through a home school, however, students may enter on their own.
6. Can you make some comments and/or cite some references from your budget to illuminate the greater per-child expense of education in the continuation program as opposed to the regular secondary program?  
\$109.33 per child in Continuation - discretionary funds from the adopted budget.  
\$37.00 per child in regular high school program.
7. If possible, may I have a schedule of courses offered?

Please answer the following. There may be some that do not apply, put N/A on those blanks. IF you would rather not answer a question, please leave it blank. I'm planning to include the following in the appendix of my dissertation. THANKS AGAIN!

## IX. THE SCHOOL PLANT

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For maximum effectiveness a separate school plant is a prime necessity for a continuation high school. Proper facilities perform a definite function in implementing the accomplishment of the program's goals and philosophy. They contribute to the students' feeling of a "new opportunity"; they permit the development and maintenance of policies and operational features without intrusion by or upon a different program; they provide the essential qualities for convenience and efficiency, and they supply a degree of satisfaction as a place to work for both students and staff.

### A. Location.

1. Is the school plant favorably situated in the community so as to best serve its functions? Comment.

Yes

2. Discuss any plans or needs to establish additional continuation high schools or relocate the present school.

We are scheduled to move in September, if the Field Act is enforced.

### B. Buildings and Grounds.

1. Discuss the buildings and grounds as to their comparability, in quality, with other secondary school facilities in the district.

Good

2. Does the school have adequate classrooms? No
3. Does the school have sufficient flexibility in its total facilities to hold assemblies and meetings of various sized groups?

No

4. Are the building locations and arrangement convenient and attractive?

Yes

5. Indicate the degree to which the general plant layout contributes (or fails to contribute) to ease of operation and student control.

Our main building is a 2 story building and we have classrooms in

adjacent building. It is difficult to always see what is going on.

6. Comment on the adequacy of the following:

a. Classrooms.

Good

b. Laboratories and shops.

None

c. Facilities for school assemblies.

None - we use an outside patio in good weather.

d. Office space.

poor arrangement

e. Space for pupil personnel services.

Poor

f. Space for health services.

Poor

g. Custodial facilities and storage space.

Fair

h. Staff work rooms and lounge.

Fair

i. Restrooms.

Good

j. Other facilities - provided or needed.

7. Lighting, heating, ventilating, acoustics.

a. Do the lighting fixtures, electrical outlets, etc., permit full use of the classrooms and facilities?

Yes

b. Is the heating system adequate and efficient?

No

c. Are the rooms well ventilated?

Yes - lots of windows

d. Is the acoustical treatment satisfactory?

No

8. Housekeeping (custodial care).

a. How are housekeeping standards set up and maintained?

Set by Principal and custodian

b. Discuss the appearance of the building as it reflects the custodial care it receives.

Good

c. Are evidences of minor vandalism reported and removed immediately?

Yes

9. Is there a master plan for the development of grounds and site?

Yes \_\_\_\_\_ No X

10. Describe the adequacy of the grounds as developed for various required uses, including parking space, lunch areas, recreational activities or physical education, etc.

Parking - good

Lunch Areas - good

Recreation Area - good

11. Evaluate the general attractiveness of the campus.

Good

C. Plant and Instructional Equipment.

1. Are sufficient funds budgeted in your district for adequate plant equipment? How is this established?

We usually get what we need. By a budget based

on attendance.

2. How is the instructional equipment maintained?

By teachers and custodian

D. Services - Community.

1. Are school facilities used by community groups? What is the policy and procedure required?

1. No. 2. Requested through supt's. office

2. Is there a cooperative agreement with the recreational departments for the use of the buildings? Is it satisfactory?

No

E. Maintenance and Replacement.

1. Is there an established budget for maintenance and replacement?  
Yes

2. Has a preventive maintenance program been established for all mechanical and electrical equipment?

Yes

3. Is equipment reviewed and/or replaced on a regular schedule?

No

4. Discuss the general maintenance and replacement programs as they specifically apply to the continuation high school.

Our maintenance program is good and  
so far we have been able to replace defective equipment.



## School District C

Dear \_\_\_\_\_

I am interested in the following information to complete my observation of your continuation program. I plan to include the following in the appendix of my dissertation, An Evaluation of Continuation Programs in San Joaquin County and a Follow-up Study of Their Former Students.

Please fill in the following answers to my concerns.

Thank-you once again for your valuable time.

P.S. If more space is necessary for answering, please use the back of this form.

Sincerely,

*Virginia Miller*  
Virginia Miller

1. When did your program begin? 1968
2. How many teachers serve in your program? 1 If there are also some part time teachers, please mention them. 1
3. How many administrators serve your program? 1 Counselors? 2 Others, instrumental to your program's success? \_\_\_\_\_
4. Is your program accredited? Yes If not, are you interested in its accreditation?  
Comments But only as part of the regular school program, not as a "necessary small school."
5. How does the referral system or process operate for students who are sent to your school/ who request admittance to your program, etc? How does a child get admitted to the program? Through individual request counselor's recommendation, or placement for disciplinary reasons - excessive "F's" by the Vice Principal.
6. Can you make some comments and/or cite some references from your budget to illuminate the greater per-child expense of education in the continuation program as opposed to the regular secondary program?  
Our teacher has an M.A. and is "top of scale", but handles approx. 15 students for only three hours per day. The added cost is obvious - not to mention the separate facility, reports, etc.
7. If possible, may I have a schedule of courses offered?  
"All required courses, grades 9-12" offered on an individual basis with programmed units.

Please answer the following. There may be some that do not apply, put N/A on those blanks. IF you would rather not answer a question, please leave it blank. I'm planning to include the following in the appendix of my dissertation. THANKS AGAIN!

## IX. THE SCHOOL PLANT

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For maximum effectiveness a separate school plant is a prime necessity for a continuation high school. Proper facilities perform a definite function in implementing the accomplishment of the program's goals and philosophy. They contribute to the students' feeling of a "new opportunity"; they permit the development and maintenance of policies and operational features without intrusion by or upon a different program; they provide the essential qualities for convenience and efficiency, and they supply a degree of satisfaction as a place to work for both students and staff.

### A. Location.

1. Is the school plant favorably situated in the community so as to best serve its functions? Comment.

Yes. Adjacent to the high school - but isolated from community.

2. Discuss any plans or needs to establish additional continuation high schools or relocate the present school.

There is serious question about a school of this size having to support such a program.

### B. Buildings and Grounds.

1. Discuss the buildings and grounds as to their comparability, in quality, with other secondary school facilities in the district.

A private home of good quality has been converted.

It is more convenient for students and is superior to many buildings.

2. Does the school have adequate classrooms?

Yes

3. Does the school have sufficient flexibility in its total facilities to hold assemblies and meetings of various sized groups?

No, but they have access to the use of other district facilities.

4. Are the building locations and arrangement convenient and attractive?

See above

5. Indicate the degree to which the general plant layout contributes (or fails to contribute) to ease of operation and student control.

Separate location permits maximum teacher control while permitting access to student services.

## 6. Comment on the adequacy of the following:

a. Classrooms.

b. Laboratories and shops. X

None, but the largest districts can provide these facilities for a continuation program.

c. Facilities for school assemblies. X

X d. Office space.

usually the  
same room

X e. Space for pupil personnel services.

X f. Space for health services.

g. Custodial facilities and storage space.

X h. Staff work rooms and lounge.

i. Restrooms.

j. Other facilities - provided or needed.

## 7. Lighting, heating, ventilating, acoustics.

a. Do the lighting fixtures, electrical outlets, etc., permit full use of the classrooms and facilities? Yes

b. Is the heating system adequate and efficient? Yes

c. Are the rooms well ventilated? Yes

d. Is the acoustical treatment satisfactory? No

8. Housekeeping (custodial care).

a. How are housekeeping standards set up and maintained?

Regular school maintenance men.

b. Discuss the appearance of the building as it reflects the custodial care it receives.

The building is fine but the yard needs a great deal of work.

c. Are evidences of minor vandalism reported and removed immediately?

Yes

9. Is there a master plan for the development of grounds and site?

Yes \_\_\_\_\_ No   X  

10. Describe the adequacy of the grounds as developed for various required uses, including parking space, lunch areas, recreational activities or physical education, etc.

The latter items are not included in the school program.

11. Evaluate the general attractiveness of the campus.

Most of the students there prefer their building site to the main campus. They can smoke there!

C. Plant and Instructional Equipment.

1. Are sufficient funds budgeted in your district for adequate plant equipment? How is this established?

Yes. By teacher budget submittal.

2. How is the instructional equipment maintained?

By regular district service contract, etc.

D. Services - Community.

1. Are school facilities used by community groups? What is the policy and procedure required?

Yes. An official written request must be submitted to the Board at the regular meeting.

2. Is there a cooperative agreement with the recreational departments for the use of the buildings? Is it satisfactory?

Not the buildings to any large degree, but the swimming pool and field facilities.

E. Maintenance and Replacement.

1. Is there an established budget for maintenance and replacement?

Yes

2. Has a preventive maintenance program been established for all mechanical and electrical equipment?

No

3. Is equipment reviewed and/or replaced on a regular schedule?

No

4. Discuss the general maintenance and replacement programs as they specifically apply to the continuation high school.

We fix what is in need of repair on an open-end basis. Replacement occurs when repair cost and/or down time make new acquisitions financially realistic.

Dear \_\_\_\_\_

I am interested in the following information to complete my observation of your continuation program. I plan to include the following in the appendix of my dissertation, An Evaluation of Continuation Programs in San Joaquin County and a Follow-up Study of Their Former Students.

Please fill in the following answers to my concerns.

Thank-you once again for your valuable time.

P.S. If more space is necessary for answering, please use the back of this form.

Sincerely,

*Virginia Miller*  
Virginia Miller

1. When did your program begin? 1965
2. How many teachers serve in your program? 5 If there are also some part time teachers, please mention them. 2
3. How many administrators serve your program? 1 Counselors? 1 Others, instrumental to your program's success? 1
4. Is your program accredited? No If not, are you interested in its accreditation?  
Comments Not at present
5. How does the referral system or process operate for students who are sent to your school/ who request admittance to your program, etc? How does a child get admitted to the program?  
Referred by H.S. All students must be passed by an Admission Comm. composed of nine persons.
6. Can you make some comments and/or cite some references from your budget to illuminate the greater per-child expense of education in the continuation program as opposed to the regular secondary program?  
Except for some special program money - all expend. all the same
7. If possible, may I have a schedule of courses offered?

Please answer the following. There may be some that do not apply, but N/A on those blanks. If you would rather not answer a question, please leave it blank. I'm planning to include the following in the appendix of my dissertation. THANKS AGAIN!

## IX. THE SCHOOL PLANT

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For maximum effectiveness a separate school plant is a prime necessity for a continuation high school. Proper facilities perform a definite function in implementing the accomplishment of the program's goals and philosophy. They contribute to the students' feeling of a "new opportunity"; they permit the development and maintenance of policies and operational features without intrusion by or upon a different program; they provide the essential qualities for convenience and efficiency, and they supply a degree of satisfaction as a place to work for both students and staff.

### A. Location.

1. Is the school plant favorably situated in the community so as to best serve its functions? Comment.

Yes

2. Discuss any plans or needs to establish additional continuation high schools or relocate the present school.

None

### B. Buildings and Grounds.

1. Discuss the buildings and grounds as to their comparability, in quality, with other secondary school facilities in the district.

Needs some facilities such as recreation space.

2. Does the school have adequate classrooms? yes
3. Does the school have sufficient flexibility in its total facilities to hold assemblies and meetings of various sized groups?

No

4. Are the building locations and arrangement convenient and attractive?

Yes

5. Indicate the degree to which the general plant layout contributes (or fails to contribute) to ease of operation and student control.

Because of open space general operation and control is much easier.

6. Comment on the adequacy of the following:

a. Classrooms.

O.K.

b. Laboratories and shops.

None

c. Facilities for school assemblies.

None

d. Office space.

O.K.

e. Space for pupil personnel services.

O.K.

f. Space for health services.

None

g. Custodial facilities and storage space.

Being built

h. Staff work rooms and lounge.

Small

i. Restrooms.

Being built

j. Other facilities - provided or needed.

7. Lighting, heating, ventilating, acoustics.

a. Do the lighting fixtures, electrical outlets, etc., permit full use of the classrooms and facilities?

Yes

b. Is the heating system adequate and efficient?

Yes



c. Are the rooms well ventilated?

Yes

d. Is the acoustical treatment satisfactory?

Yes

8. Housekeeping (custodial care).

a. How are housekeeping standards set up and maintained?

Standards set cooperatively with custodian

b. Discuss the appearance of the building as it reflects the custodial care it receives.

Good

c. Are evidences of minor vandalism reported and removed immediately?

Yes

9. Is there a master plan for the development of grounds and site?

Yes \_\_\_\_\_ No \_\_\_\_\_ In process

10. Describe the adequacy of the grounds as developed for various required uses, including parking space, lunch areas, recreational activities or physical education, etc.

O.K.

11. Evaluate the general attractiveness of the campus.

In process

### C. Plant and Instructional Equipment.

1. Are sufficient funds budgeted in your district for adequate plant equipment? How is this established?

Yes. In conference with Supt. and within financial limits.

2. How is the instructional equipment maintained?

Excellent

D. Services - Community.

1. Are school facilities used by community groups? What is the policy and procedure required?

No. Can be if requested.

2. Is there a cooperative agreement with the recreational departments for the use of the buildings? Is it satisfactory?

No.

E. Maintenance and Replacement.

1. Is there an established budget for maintenance and replacement?

Yes

2. Has a preventive maintenance program been established for all mechanical and electrical equipment?

Yes

3. Is equipment reviewed and/or replaced on a regular schedule?

Yes

4. Discuss the general maintenance and replacement programs as they specifically apply to the continuation high school.

Good

## School District E

Dear \_\_\_\_\_

I am interested in the following information to complete my observation of your continuation program. I plan to include the following in the appendix of my dissertation, An Evaluation of Continuation Programs in San Joaquin County and a Follow-up Study of Their Former Students.

Please fill in the following answers to my concerns.

Thank-you once again for your valuable time.

P.S. If more space is necessary for answering, please use the back of this form.

Sincerely,

*Virginia Miller*  
Virginia Miller

1. When did your program begin? 1969
2. How many teachers serve in your program? If there are also some part time teachers, please mention them. 10
3. How many administrators serve your program? 1 Counselors? ---  
Others, instrumental to your program's success? 1
4. Is your program accredited? No If not, are you interested in its accreditation?  
Comments Yes for Public Relations
5. How does the referral system or process operate for students who are sent to your school/ who request admittance to your program, etc? How does a child get admitted to the program?  
Regular High Schools submit referrals, students  
can submit self - referrals  
Full time work experience are accepted directly
6. Can you make some comments and/or cite some references from your budget to illuminate the greater per-child expense of education in the continuation program as opposed to the regular secondary program?  
Individualized instruction requires smaller  
student-teacher ratio. It is also more expensive because it  
requires variety of materials.
7. If possible, may I have a schedule of courses offered?

readily answered the following. There may be some that do not apply, but N/A on those blanks. IF you would rather not answer a question, please leave it blank. I'm planning to include the following in the appendix of my dissertation. THANKS AGAIN!

## IX. THE SCHOOL PLANT

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For maximum effectiveness a separate school plant is a prime necessity for a continuation high school. Proper facilities perform a definite function in implementing the accomplishment of the program's goals and philosophy. They contribute to the students' feeling of a "new opportunity"; they permit the development and maintenance of policies and operational features without intrusion by or upon a different program; they provide the essential qualities for convenience and efficiency, and they supply a degree of satisfaction as a place to work for both students and staff.

### A. Location.

1. Is the school plant favorably situated in the community so as to best serve its functions? Comment.

Fair - could be more centrally located.

2. Discuss any plans or needs to establish additional continuation high schools or relocate the present school.

There are enough students in the district who are attempting to get into \_\_\_\_\_ to begin another continuation high school.

### B. Buildings and Grounds.

1. Discuss the buildings and grounds as to their comparability, in quality, with other secondary school facilities in the district.

Main building old, however conditions of rooms better than other high school rooms

2. Does the school have adequate classrooms? Yes
3. Does the school have sufficient flexibility in its total facilities to hold assemblies and meetings of various sized groups?

No

4. Are the building locations and arrangement convenient and attractive?

Acceptable

5. Indicate the degree to which the general plant layout contributes (or fails to contribute) to ease of operation and student control.

## 6. Comment on the adequacy of the following:

## a. Classrooms.

Good

## b. Laboratories and shops.

Need a good lab and we have no shop

## c. Facilities for school assemblies.

None

## d. Office space.

Adequate

## e. Space for pupil personnel services.

Adequate

## f. Space for health services.

None

## g. Custodial facilities and storage space.

Adequate

## h. Staff work rooms and lounge.

Good

## i. Restrooms.

Poor - faculty - Good students

## j. Other facilities - provided or needed.

## 7. Lighting, heating, ventilating, acoustics.

## a. Do the lighting fixtures, electrical outlets, etc., permit full use of the classrooms and facilities?

Need some improvement.

## b. Is the heating system adequate and efficient?

Old heating unit beginning to fail.

c. Are the rooms well ventilated?

Yes

d. Is the acoustical treatment satisfactory?

Yes

8. Housekeeping (custodial care).

a. How are housekeeping standards set up and maintained?

Yes

b. Discuss the appearance of the building as it reflects the custodial care it receives.

Grounds are clean -  
Classrooms are clean - floors waxed.

c. Are evidences of minor vandalism reported and removed immediately?

Yes

9. Is there a master plan for the development of grounds and site?

Yes \_\_\_\_\_ No   X  

10. Describe the adequacy of the grounds as developed for various required uses, including parking space, lunch areas, recreational activities or physical education, etc.

Plenty of space for all of the above.

11. Evaluate the general attractiveness of the campus.

For the basic plant's age - excellent.

### C. Plant and Instructional Equipment.

1. Are sufficient funds budgeted in your district for adequate plant equipment? How is this established?

Year to year maintenance program

2. How is the instructional equipment maintained?

District has a repair center

D. Services - Community.

1. Are school facilities used by community groups? What is the policy and procedure required?

Yes - register through office

2. Is there a cooperative agreement with the recreational departments for the use of the buildings? Is it satisfactory?

Not any of \_\_\_\_\_'s buildings.  
No space - filled by continuation and Ad. Ed.

E. Maintenance and Replacement.

1. Is there an established budget for maintenance and replacement?

Yes

2. Has a preventive maintenance program been established for all mechanical and electrical equipment?

No

3. Is equipment reviewed and/or replaced on a regular schedule?

No.

4. Discuss the general maintenance and replacement programs as they specifically apply to the continuation high school.

On a need basis.

Dear \_\_\_\_\_

I am interested in the following information to complete my observation of your continuation program. I plan to include the following in the appendix of my dissertation, An Evaluation of Continuation Programs in San Joaquin County and a Follow-up Study of Their Former Students.

Please fill in the following answers to my concerns.

Thank-you once again for your valuable time.

P.S. If more space is necessary for answering, please use the back of this form.

Sincerely,

*Virginia Miller*  
Virginia Miller

1. When did your program begin? Sept. 1968
2. How many teachers serve in your program? 5 If there are also some part time teachers, please mention them. 1 student teacher  
(Admin. acts as coun-
3. How many administrators serve your program? 1 Counselors? seleor  
Others, instrumental to your program's success? 2 classroom aides  
(Note: teachers also perform certain counseling functions)
4. Is your program accredited? No If not, are you interested in its accreditation? Yes  
Comments We plan to become accredited next year.
5. How does the referral system or process operate for students who are sent to your school/ who request admittance to your program, etc? How does a child get admitted to the program?  
There are basically two ways we receive students from high school.  
First, students may enroll on a voluntary basis by getting permission from their parents and the principal of the school. (We get about 70% of our students on this basis). Second, the High administration places students on a non-voluntary basis due to academic failure, truancy, behavior, etc.
6. Can you make some comments and/or cite some references from your budget to illuminate the greater per-child expense of education in the continuation program as opposed to the regular secondary program?  
This is a very difficult question to answer since we operate on a forced budget and many of our expenditures such as utilities, maintenance, etc., are not charged to our budget. However, the cost per pupil at High is about \$1,407 and would estimate that ours is about the same.
7. If possible, may I have a schedule of courses offered?  
See handbook.



Please answer the following. There may be some that do not apply, but N/A on those blanks. IF you would rather not answer a question, please leave it blank. I'm planning to include the following in the appendix of my dissertation. THANKS AGAIN!

## IX. THE SCHOOL PLANT

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For maximum effectiveness a separate school plant is a prime necessity for a continuation high school. Proper facilities perform a definite function in implementing the accomplishment of the program's goals and philosophy. They contribute to the students' feeling of a "new opportunity"; they permit the development and maintenance of policies and operational features without intrusion by or upon a different program; they provide the essential qualities for convenience and efficiency, and they supply a degree of satisfaction as a place to work for both students and staff.

### A. Location.

1. Is the school plant favorably situated in the community so as to best serve its functions? Comment.

The school could be more centrally located. We have a sizeable number of students living within the city limits who must travel 2 to 2-1/2 miles to school.

2. Discuss any plans or needs to establish additional continuation high schools or relocate the present school.

We have just recently expanded our program to accommodate a total of approx. 95 students. This represents the maximum number of students for our school and I have recommended to the school board that a new continuation school be established to meet the needs.

### B. Buildings and Grounds.

1. Discuss the buildings and grounds as to their comparability, in quality, with other secondary school facilities in the district.

While our school facilities consist of portable buildings, I feel that they are attractive and functional.

2. Does the school have adequate classrooms? No! We are adding a fourth building, however, which will satisfy our immediate needs.
3. Does the school have sufficient flexibility in its total facilities to hold assemblies and meetings of various sized groups?

At the present time we do not have this type of flexibility but the new building will have a separate room for student activities.

4. Are the building locations and arrangement convenient and attractive?

Yes!

5. Indicate the degree to which the general plant layout contributes (or fails to contribute) to ease of operation and student control.

Due to the small size of our campus, student control is not much of a problem.

6. Comment on the adequacy of the following:

a. Classrooms.

Classes are limited to 15 students and our classrooms can easily handle this number of pupils.

b. Laboratories and shops.

At the present time we do not have Lab facilities or a shop.

c. Facilities for school assemblies.

We do not have a facility for school assemblies. However, we will be securing a new building some time in April which has room for school activities.

d. Office space.

While I have more than enough room in my office, the school secretary, has to work in a very small office. Consequently, we will probably be doing some remodeling to give her more work space.

e. Space for pupil personnel services.

Adequate

f. Space for health services.

None available.

g. Custodial facilities and storage space.

Storage space is not adequate at the present time. Hopefully we will be able to work something out with the additional building.

h. Staff work rooms and lounge.

Adequate

i. Restrooms.

Adequate

j. Other facilities - provided or needed.

7. Lighting, heating, ventilating, acoustics.

a. Do the lighting fixtures, electrical outlets, etc., permit full use of the classrooms and facilities? Yes!

b. Is the heating system adequate and efficient? Yes!

c. Are the rooms well ventilated? Yes!

d. Is the acoustical treatment satisfactory? Yes!

8. Housekeeping (custodial care).

a. How are housekeeping standards set up and maintained?

We have a maintenance person specifically assigned to our school.

b. Discuss the appearance of the building as it reflects the custodial care it receives.

The overall condition of our buildings is excellent. We have always had a good working relationship with the maintenance people in our district, and they give us excellent service.

c. Are evidences of minor vandalism reported and removed immediately?

We experience a min. amount of vandalism at our school. However, cases including vandalism are handled quickly and efficiently.

9. Is there a master plan for the development of grounds and site?

Yes   X   No           

10. Describe the adequacy of the grounds as developed for various required uses, including parking space, lunch areas, recreational activities or physical education, etc.

At the present time our campus is somewhat overcrowded. I feel that we need more space, especially for parking and recreational activities.

11. Evaluate the general attractiveness of the campus.

Notwithstanding our relocatable buildings, I think that we have an attractive campus. The entire staff was largely responsible for planning the school site, including landscaping, placement of buildings, etc., and I feel that it compares very favorably with any school site in           .

C. Plant and Instructional Equipment.

1. Are sufficient funds budgeted in your district for adequate plant equipment? How is this established?

Yes! Each year I submit a tentative instructional and equipment budget which will adequately meet our needs.

2. How is the instructional equipment maintained?

D. Services - Community.

1. Are school facilities used by community groups? What is the policy and procedure required?

Yes! We have two adult school classes at \_\_\_\_\_.

2. Is there a cooperative agreement with the recreational departments for the use of the buildings? Is it satisfactory?

No!

E. Maintenance and Replacement.

1. Is there an established budget for maintenance and replacement?

Yes!

2. Has a preventive maintenance program been established for all mechanical and electrical equipment?

Yes!

3. Is equipment reviewed and/or replaced on a regular schedule?

Yes!

4. Discuss the general maintenance and replacement programs as they specifically apply to the continuation high school.

The maintenance and replacement program is basically the same for the continuation high school as it is for the regular comprehensive high school. I do feel, however, that we have a much better working relationship with maintenance personnel; consequently we get better service.

## SCHOOL DISTRICT F

Courses Offered

## Art

Drawing

Design

Painting

Lino-Cut

Wood-Cut

Serigraphy

Drafting

## Business

Grocery Clerk Training

Service Station Management

Office Machines

Typing

Record Keeping

Accounting

Filing

Office Practice

Secretarial Practice

## Cyesis

Cyesis

Young Parents and Their Children

Driver's Education

Driver's Education/First Aide

Driver's Training

Homemaking

Experiences in Creative Homemaking

Foods

Clothing

Creative Stitchery and Yarn Crafts

Language Arts

Selected Communication Skills

Grammar and Composition

Studies in Fiction

Oral Communication Skills

Comparative Literature

Studies in Non-Fiction

Comic Spirit in Literature

Introduction to Shakespeare

Creative Writing

Mathematics

Science

Social Studies

American Studies

Consumer Education

World Studies

American History

Social Studies (Cont'd.)

Economics

Ethnic Studies

Exploring the Film

Geography

Outdoor Recreation

Photography

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### C. STUDY COMMUNICATIONS



WILSON RILES  
Superintendent of Public Instruction  
and Director of Education



STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION  
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

GENERAL EDUCATION MANAGEMENT - AREA III  
June 28, 1974

Mrs. Virginia McShane Miller  
1835 N. Hunter Street  
Stockton, California 95204

Dear Mrs. Miller:

I received your questionnaire, have reacted to it, made certain suggestions, and returned it to you in the mail yesterday afternoon.

I think the study you are making should make considerable contribution to continuation education. It is my hope that school districts which you approach will cooperate with you in gathering the data needed.

Sincerely,

A handwritten signature in dark ink, reading "John R. Eales", with a long horizontal flourish extending to the right.

John R. Eales, Consultant  
Curriculum Core  
(916) 322-4470

JRG:mn

Recently, you received a questionnaire  
to help me in evaluating the con-  
tinuation program you experienced.  
Please fill it out and return it  
to me. If you have any questions  
or need another questionnaire please  
call me at 948.1305. Thanks for  
your time.

Sincerely,  
J. Miller

WILSON HILES

Superintendent of Public Instruction  
and Director of EducationSTATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION  
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 18, 1975

Mrs. Virginia Miller  
1835 North Hunter Street  
Stockton, California 95204

Dear Mrs. Miller:

Thank you for sending me your dissertation material which I am returning under separate cover. I like your introductory material on the questionnaires. Now, of course, I am most interested in the data which you gather and hope you will be able to share with me.

It will be nice to have the doctorate all wrapped up soon. A dissertation can be a very time-consuming thing.

Sincerely yours,

A handwritten signature in cursive script, reading "John R. Eales", is written over the typed name.

John R. Eales, Consultant  
Curriculum Services  
(916) 322-4015

JRE:mb

D. DATA CONCERNING:

1. CONTINUATION EDUCATION IN CALIFORNIA, 1970-74
2. CONTINUATION EDUCATION IN SAN JOAQUIN COUNTY, 1973-74, and
3. OFFICE OF EDUCATION, "SCHOOL RETENTION RATES" FOR CALIFORNIA.

Data Concerning Continuation Education  
in California Public Schools, 1970-71

By

John R. Eales

Consultant in Secondary Education  
California State Department of Education

1.	Total districts providing continuation education	358
2.	Number of districts providing continuation schools	231
3.	Number of districts providing continuation classes	49
4.	Number of districts providing both schools and classes	4
5.	Number of districts exempted from continuation education	74
6.	Total students enrolled in continuation education	59,632
7.	Total boys enrolled in continuation education	37,979
8.	Total girls enrolled in continuation education	21,653
9.	Total students 16 years of age and over	50,148
10.	Total students under 16 years of age	9,484
11.	Total number of continuation students who graduated from high school during the year	5,444
12.	Total continuation education students holding work permits	9,349
13.	Total continuation education students in work experience programs	7,601
14.	Total districts providing opportunity programs, classes or schools	79
15.	Total districts providing a program for pregnant minors	66
16.	Total districts using permissive override tax	91
17.	Total certificated staff involved in continuation education	1,960

12/10/71.

Data Concerning Continuation Education  
in California Public Schools, 1971-72

By  
John R. Eales  
Consultant in Secondary Education  
California State Department of Education

1.	Total districts providing continuation education	358
2.	Number of districts providing continuation schools	237
3.	Number of districts providing continuation classes	45
4.	Number of districts providing both schools and classes	4
5.	Number of districts exempted from continuation education	72
6.	Total students enrolled in continuation education	61,868
7.	Total boys enrolled in continuation education	38,440
8.	Total girls enrolled in continuation education	23,428
9.	Total students 16 years of age and over	56,746
10.	Total students under 16 years of age	5,122
11.	Number of students enrolled as result of assignment by school authorities	43,838
	Number enrolled at own request	18,032
12.	Number leaving continuation education before the school year ended (for reasons other than graduation)	28,434
13.	Total number of continuation students who graduated from high school during the year	6,778
14.	Total continuation education students holding work permits	11,636
15.	Total continuation education students in work experience programs	9,549
16.	Ethnic composition of continuation programs	
	American Indian	162
	Black	5,021
	Oriental	231
	Spanish Surname	6,284
	Other Non White	180
	Other White	42,544
17.	Total districts using permissive override tax	161
18.	Total certificated staff involved in continuation education	2,264
	Full-time	1,684
	Part-time	580

Data Concerning Continuation Education  
in California Public Schools, 1972-73

By

John R. Bales

Consultant, General Education  
California State Department of Education

1. Total districts providing high school education	360
2. Number of districts providing continuation schools	234
3. Number of districts providing continuation classes	50
4. Number of districts providing both schools and classes	5
5. Number of districts enrolling students in ROC only	1
6. Number of districts exempted from continuation education	70
7. Number of continuation high schools maintained by 239 districts	273
8. Total students enrolled in continuation education, 1972-73	70,416
9. Total students enrolled in continuation education in October, 1972	28,746
10. Total boys enrolled in continuation education	43,069
11. Total girls enrolled in continuation education	27,347
12. Total students enrolled for 15 hours or more per week	66,742
13. Total students 16 years of age and over	60,284
14. Total students under 16 years of age	10,132
15. Number of students enrolled as result of assignment by school authorities	48,612
Number enrolled at own request	21,804
16. Number leaving continuation education before the school year ended (for reasons other than graduation)	29,365
Number leaving who transferred to another school	9,115
17. Total number of continuation students who graduated from high school during the year	6,775
18. Total continuation education students holding work permits	12,399
19. Total continuation education students in work experience programs	11,141
20. Ethnic composition of continuation programs	
American Indian	530
Black	7,919
Oriental	385
Spanish Surname	13,549
Other Non-White	684
Other White	47,379
21. Number of students receiving continuation education, by contract, outside the district of residence	433
22. Total certificated staff involved in continuation education	2,405
Full-time	1,857
Part-time	548
23. Number of districts (out of 360) which provide the following programs:	
Program of opportunity education for high school students	123
Program for pregnant minors	114
Program for educationally handicapped high school students	250

Data Concerning Continuation Education  
in  
California Public Schools, 1973-74

1. Total districts providing high school education	364
2. Number of districts providing continuation schools only	241
3. Number of districts providing continuation classes only	35
4. Number of districts providing both schools and classes	7
5. Number of districts enrolling students in ROP/ROC only	4
6. <del>Number of districts exempted from continuation education</del>	<del>67</del>
7. Number of school districts participating in a county operated program	10
8. Number of continuation high schools maintained by 248 districts	290
9. Total students enrolled in continuation education, 1973-74	76,635
10. Total students enrolled in continuation education in October, 1973	32,836
11. Total boys enrolled in continuation education, 1973-74	45,880
12. Total girls enrolled in continuation education, 1973-74	30,755
13. Total students enrolled for 15 hours or more per week	70,474
14. Total students 16 years of age and over	64,377
15. Total students under 16 years of age	12,258
16. Number of students enrolled as result of assignment by school authorities	50,407
Number enrolled at own request	26,228
17. Number leaving continuation education before the school year ended (for reasons other than graduation)	30,258
Number leaving who transferred to another school	9,672
18. Total number of continuation students who graduated from high school during the year	8,258
19. Total continuation education students holding work permits	15,334
20. Total continuation education students in work experience programs	13,430
21. Ethnic composition of continuation programs	
American Indian	675
Black	9,066
Oriental	571
Spanish Surname	14,806
Other	50,517
22. Total certificated staff involved in continuation education	2,587
Full-time	2,001
Part-time	586
23. Number of districts (out of 364) which provide opportunity education for high school students	50



The following data are excerpts from the 1973-74 year-end report on school districts A through F, in the San Joaquin County, made to the State Department of Education, Sacramento, Ca. This data is public record and can be found in the San Joaquin Co., Department of Education, Stockton, California

Data Concerning Continuation Education  
in  
San Joaquin County, 1973-74

	A	B	C	D	E	F	County
1. Total students enrolled in continuation education, 1973-74	204	622	38	134	275	151	1424
2. Total boys enrolled in continuation education, 1973-74	118	357	27	90	166	96	854
3. Total girls enrolled in continuation education, 1973-74	86	265	11	44	109	55	570
4. Total students 16 years of age and over	122	587	28	97	227	103	1164
5. Total students under 16 years of age	82	35	10	37	48	48	260
6. Number of students enrolled as a result of assignment by school authorities	135	333	33	124	249	26	900
7. Number enrolled at own request	69	289	5	10	26	125	524
8. Number leaving continuation education before the school year ended (for reasons other than graduation)	57	407	25	42	92	79	702
9. Number leaving who transferred to another school	32	54	3	20	3	13	125
10. Total number of continuation students who graduated from high school during the year	10	71	3	0	30	17	131
11. Total continuation education students holding work permits	31	83	5	20	57	14	210
12. Total continuation students in work experience programs	18	201	0	15	36	23	293
13. Ethnic composition of continuation programs							
a. American Indian	0	9	0	1	6	0	16
b. Black	0	123	0	0	2	12	137
c. Oriental	2	21	0	0	0	1	24
d. Spanish surname	18	136	6	16	57	37	270
e. Other	84	333	32	117	210	101	877
14. Total certified staff involved in continuation education							
a. full time	6	15*	1	5	10	6	44
b. part time	0	7	0	1	0	0	8

\* Includes 3 teachers from Indep. learning Center

WILSON WALES

Superintendent of Public Instruction  
and Director of Education

STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION  
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

February 26, 1975

Ms. Virginia Miller  
1835 North Hunter  
Stockton, California 95204

Dear Ms. Miller:

Enclosed please find the school retention rate tables referred to in our conversation on February 26, 1975. I was also able to obtain the percent of first time freshman as a percentage of day 12th grade graduates. The percents are as follows: Community Colleges 47%, State Colleges 7%, University of California 5%, and Private Colleges and Universities 5%. These figures were obtained from the Coordinating Council for Higher Education a number of years ago. An attempt to update the percentages by calling the California Commission on Postsecondary Education failed to produce the desired results.

I hope this information will prove useful. If you should have any questions please do not hesitate to phone.

Sincerely,

JACQUE T. ROSS, Chief

A handwritten signature in cursive script that reads "Richard L. Zeiszler".

Richard L. Zeiszler  
Assistant Statistician  
Bureau of School Apportionments & Reports  
(916) 445-8224

RLZ:bj  
ENCL.

## School Retention Rates

A new computation of school retention rates by the Office of Education shows that young people are staying in school longer than ever before. As the accompanying chart indicates, about 96 percent of the fifth-graders in the fall of 1961 reached the ninth grade, 86 percent got as far as the 11th grade, and 76 percent received a high school diploma in 1969. The proportion of young people who graduate from high school has risen during the past decade from less than two-thirds to more than three-fourths.

The increase in college attendance in recent years is even more striking. In 1969 about 45 percent of our young adults (or close to 60 percent of the recent high school graduates) entered a degree-credit program in a college or university. A decade ago only about one-third of the appropriate age group entered college. Approximately 22 percent of the persons in their late teens in 1969 can be expected to graduate from college with a 4-year degree. Ten years ago only about one young person in six went on to earn a bachelor's degree.

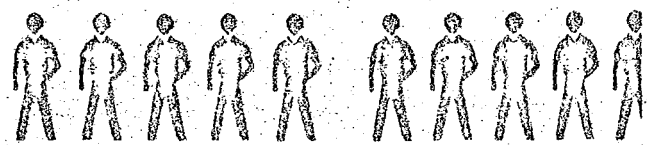
The Office of Education bases its school retention rates on fifth-grade enrollment because the high rate of retardation in the early elementary grades tends to inflate the enrollment figures for these grades. Fifth-grade enrollment is regarded as a better measure of the number of persons entering the first grade for the first time 4 years earlier than is total first-grade enrollment for that year. Compulsory attendance laws keep virtually all children in school at least until the fifth grade. Retention rates are based on enrollments in public elementary and secondary schools and are adjusted to include estimates for nonpublic schools. The computations include all college students, full-time and part-time, who are enrolled in degree-credit programs.

For trends in school retention rates over the past 40 years, the reader may wish to consult table 10 of this report.

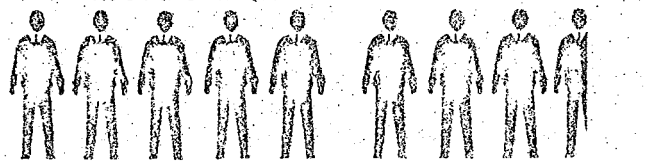
FOR EVERY 10 PUPILS IN THE 5th GRADE IN FALL 1961



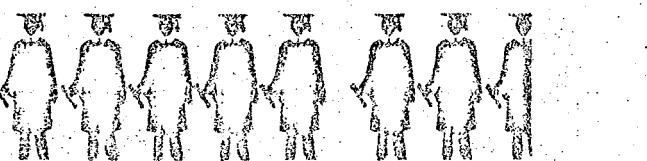
9.6 ENTERED THE 9th GRADE IN FALL 1965



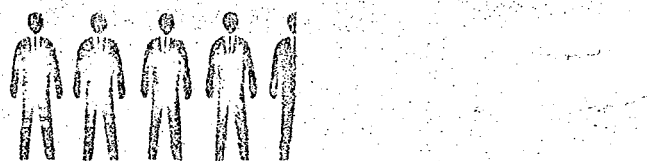
8.6 ENTERED THE 11th GRADE IN FALL 1967



7.6 GRADUATED FROM HIGH SCHOOL IN 1969



4.5 ENTERED COLLEGE IN FALL 1969



2.2 ARE LIKELY TO EARN 4-YEAR DEGREES IN 1973



SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Digest of Educational Statistics*.

Figure 2.—Estimated retention rates, fifth grade through college graduation: United States, 1961 to 1973

Table 10.—Estimated retention rates,<sup>1</sup> 5th grade through college entrance, in public and nonpublic schools: United States, 1924-32 to 1962-70

245

School year pupils entered 5th grade	Retention per 1,000 pupils who entered 5th grade								High school graduates	Year of high school graduation	First time college students
	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade			
1	2	3	4	5	6	7	8	9	10	11	12
1924-25	1,000	911	798	741	612	470	384	344	302	1932	118
1926-27	1,000	919	824	754	677	552	453	400	333	1934	129
1928-29	1,000	939	847	805	736	624	498	432	378	1936	137
1930-31	1,000	943	872	824	770	652	529	463	417	1938	140
1932-33	1,000	935	858	831	786	664	570	510	455	1940	160
1934-35	1,000	953	892	842	803	711	610	512	467	1942	129
1936-37	1,000	954	895	849	839	704	554	425	393	1944	121
1938-39	1,000	955	908	853	796	655	532	444	419	1946	(2)
1940-41	1,000	968	910	836	781	697	566	507	481	1948	(2)
1942-43	1,000	954	905	847	807	713	604	539	505	1950	205
1944-45	1,000	952	929	858	848	748	650	549	527	1952	234
1946-47	1,000	954	945	919	872	775	641	583	551	1954	283
1948-49	1,000	984	956	929	863	795	706	619	541	1956	301
1950-51	1,000	981	956	921	886	809	709	632	582	1958	300
1952-53	1,000	974	965	936	904	835	746	667	621	1960	328
1954-55	1,000	980	979	948	915	855	759	684	642	1962	343
1956-57	1,000	985	984	948	930	871	790	728	676	1964	362
Fall 1958	1,000	983	979	961	946	908	842	761	732	1966	384
Fall 1960	1,000	980	973	967	952	913	859	787	749	1968	452
Fall 1962	1,000	990	983	976	963	931	863	793	752	1970	465

<sup>1</sup> Rates for the 5th grade through high school graduation are based on enrollments in successive grades in successive years in public elementary and secondary schools and are adjusted to include estimates for nonpublic schools. Rates for first-time college enrollment include full-time and part-time students enrolled in programs creditable toward a bachelor's degree.

<sup>2</sup> Data not available.

<sup>3</sup> Subject to revision when final data become available.

NOTE: Beginning with the class in the 5th grade in 1958, data are based on fall enrollment and exclude ungraded pupils. The net effect of these changes is to increase high school graduation and college entrance rates slightly.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Biennial Survey of Education in the United States*, chapters on "Statistical Summary of Education"; and unpublished data available in the Office of Education.

Table 11.—Level of school completed by persons 25 years old and over and 25 to 29 years old, by color: United States, 1910 to 1970

Color, age, and date	Percent, by level of school completed			Median school years completed	Color, age, and date	Percent, by level of school completed			Median school years completed
	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college			Less than 5 years of elementary school	4 years of high school or more	4 or more years of college	
1	2	3	4	5	1	2	3	4	5
<b>WHITE AND NONWHITE</b>									
25 years old and over:					25 to 29 years old:				
1910	25.5	13.5	2.7	8.1	1920 <sup>1</sup>	12.9	22.0	4.5	8.5
1920	22.0	10.4	3.3	8.2	April 1940	3.4	41.2	6.6	10.7
1930	17.5	19.1	3.9	8.4	April 1950	3.2	55.2	8.1	12.2
April 1940	13.5	24.1	4.6	8.6	April 1960	2.2	63.7	11.8	12.3
April 1950	10.8	33.4	6.0	9.3	March 1964	1.6	72.1	13.8	12.5
April 1960	8.3	41.1	7.7	10.5	March 1966	1.4	73.8	14.7	12.5
March 1964	7.1	48.0	9.1	11.7	March 1970	.9	77.8	17.3	12.6
March 1966	6.5	49.9	9.8	12.0					
March 1970	5.3	55.3	11.0	12.2	<b>NONWHITE</b>				
25 to 29 years old:					25 years old and over:				
April 1940	5.9	37.8	5.8	10.4	April 1940	41.8	7.7	1.3	5.7
April 1950	4.6	51.7	7.7	12.1	April 1950	31.4	13.4	2.2	6.9
April 1960	2.5	60.7	11.1	12.3	April 1960	23.5	21.7	3.5	8.2
March 1964	2.1	69.2	12.8	12.4	March 1964	13.6	27.5	4.7	8.9
March 1966	1.6	71.0	14.0	12.5	March 1966	18.0	29.5	4.7	9.2
March 1970	1.1	75.4	16.4	12.6	March 1970	14.7	36.1	6.1	10.1
					25 to 29 years old:				
					1920 <sup>1</sup>	44.0	6.3	1.2	5.6
					April 1940	26.7	12.1	1.6	7.1
					April 1950	15.4	23.4	2.8	8.7
					April 1960	7.2	38.6	5.4	10.9
					March 1964	5.3	48.0	7.0	11.8
					March 1966	3.3	50.4	8.3	12.0
					March 1970	2.2	58.4	10.0	12.2
<b>WHITE</b>									
25 years old and over:									
April 1940	10.3	26.1	4.9	9.7					
April 1950	8.3	35.5	6.4	9.7					
April 1960	5.7	43.2	8.1	10.8					
March 1964	3.8	50.3	9.6	12.0					
March 1966	3.2	52.2	10.4	12.1					
March 1970	4.2	57.4	11.6	12.2					

<sup>1</sup> Estimated based on retrojection of 1940 census data on education by age.

NOTE: Prior to 1950, data exclude Alaska and Hawaii.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1960 Census of Population*, Vol. 1, Part 1: *Current Population Reports*, Series P-20, Nos. 138, 153, and 207; Series P-19, No. 4; and 1960 Census Monograph, "Education of the American Population," by John K. Folger and Charles B. Nam.

E. CALIFORNIA CONTINUATION LAWS:

1. EDUCATION CODE
2. TITLE V
3. STATE AND FEDERAL LAWS

## CHAPTER IV

## SPECIAL PROGRAMS IN EDUCATION \*

## I. CONTINUATION SCHOOLS AND CLASSES

Establishment

- E.C. 5654 Each high school district may, in addition to the schools provided for in Section 5652, establish and maintain one or more continuation high schools.
- E.C. 5207 The governing board of any school district authorized or required to maintain continuation education classes may maintain such classes on Saturday.
- E.C. 5950 In enacting this article, it is the intent of the Legislature that continuation education schools and classes shall be established and maintained in order to meet the special educational needs of pupils to provide: (1) an opportunity for the completion of the required academic courses of instruction to graduate from high school, (2) a program of individualized instruction that may emphasize occupational orientation or a work-study schedule which follows the intent and purposes of Sections 5955, 5956, 8056, and 8505, or (3) a specially designed program of individualized instruction and intensive guidance services to meet the special needs of pupils with behavior or severe attendance problems, or (4) a flexible program combining the features in (1), (2), and (3). (Amended by Stats. 1971, Ch. 438.)
- E.C. 5952 The governing board of each high school district and each unified school district shall establish and maintain special continuation education classes and may establish and maintain regional occupational centers, in accordance with the provisions of Section 7451, whenever there are any minors residing within the district who are subject to compulsory continuation education; provided, that if there are fewer than 100 students enrolled in grade 12 in any school of the district maintaining that grade, the governing board of the district may apply to the State Department of Education for exemption of that school from the requirements of this section and such exemption may be granted in accordance with rules and regulations that shall be adopted by the State Board of Education to govern the granting of the exemptions. An exemption may also be

\*Source: Ely, Dale F.. California Laws Relating  
Relating to Minors Gardena, California, 1974.

granted to schools having an enrollment of more than 100 pupils in grade 12 if the district seeking the exemption has entered into an agreement with another high school district or unified school district to maintain special continuation education classes for minors residing in either of the districts, but shall not be granted if the agreement would make it necessary for such minors to travel an excessive distance from their homes to the continuation education classes.

If there is a regional occupational center or program as provided in Chapter 14 (commencing with Section 7450) of Division 6 within a county, the governing board of any school district within that county may enroll minors, otherwise subject to, and in lieu of, continuation education, in the center in accordance with the provisions of Section 7455. (Amended by Stats. 1972, Ch. 1265.)

E.C. 5951

The governing board of each high school district shall establish and maintain a program of guidance, placement, and follow-up for all minors within the district subject to compulsory continuation education.

E.C. 802.1

The county superintendent of schools in each county shall annually inspect each school district maintaining classes in grades 7 or 9 through 12, and shall certify to the Superintendent of Public Instruction whether or not each high school district or unified school district under his jurisdiction has complied, in the maintenance of such grades, with the provisions of Section 5952, 8571, and 8572. Upon satisfactory evidence being shown to the Superintendent of Public Instruction that the governing board of any high school district or unified school district has neglected or refused to establish only such courses of study as have been approved by the State Board of Education, or to comply with any of the other provisions of Sections 5952, 8571, and 8572, the Superintendent of Public Instruction shall withhold from the district ten percent (10%) of all apportionments from the State School Fund, until the governing board fully complies with the provisions of Sections 5952, 8571, and 8572; provided that apportionments to a district shall not be reduced below one hundred twenty dollars (\$120) per pupil in average daily attendance in the district during the fiscal year.

Program

E.C. 5956

The State Board of Education shall prescribe and enforce standards and regulations for the organization and administration of programs of guidance, placement and follow-up, for programs of co-ordination and instruction in continuation education, for the special reimbursement thereof, and for the certification of teachers and co-ordinators for continuation education.

E.C. 5953

Special continuation education classes or classes conducted by a regional occupational center or any combination thereof shall provide at least four 60-minute hours of instruction per week for each minor within the high school district who is subject to compulsory continuation education.

E.C. 5954

- (a) Except as otherwise provided in subdivision (b), such classes shall be maintained between the hours of 8 a.m. and 5 p.m. If the governing board of the school district determines that the special needs of the community or pupils require it, such classes may be maintained until 6:30 p.m.
- (b) If the school district maintains classes for adults, the governing board of the school district may maintain continuation education classes during such hours and for such length of time during the day or evening as the classes for adults are maintained. (Amended by Stats. 1971, Ch. 624.)

E.C. 5955

Such classes shall provide suitable instruction for the various individuals for whose benefit they are established.

E.C. 5958

The governing board of a school district or school districts, as the case may be, maintaining special continuation education classes shall provide for an independent study of the effectiveness of such program and shall file a copy of the report on such study with the Department of Education. (Added by Stats. 1970, Ch. 1206.)



### Requirements Relating to Attendance

E.C. 12551

All persons 16 years of age or older and under 18 years of age, not otherwise exempted by this chapter, shall attend upon special continuation education classes maintained by the governing board of the high school district in which they reside, or by the governing board of a neighboring high school district, for not less than four 60-minute hours per week for the regularly established annual school term. Such minimum attendance requirement of four 60-minute hours per week may be satisfied by any combination of attendance upon special continuation education classes and regional occupational centers or programs. (Amended by Stats. 1972, Ch. 1265.)

E.C. 12552

The complaint of any citizen of a school district that such school district has failed to meet the requirements of providing continuation education classes pursuant to this chapter shall be presented to the county superintendent of the county in which such district is located. If, upon investigation, the county superintendent of schools finds the complaint to be justified, he shall forward the complaint along with the results of his investigation to the Superintendent of Public Instruction who shall take steps to enforce compliance with the provisions of this chapter.

E.C. 12553

Whenever a minor subject to the provisions of this chapter, who is not otherwise exempted by this chapter, cannot give satisfactory proof of regular employment he shall attend, for not less than 15 hours per week, special continuation education classes during the period of unemployment. The minimum attendance requirement of 15 hours per week may be satisfied by any combination of attendance upon special continuation education classes and regional occupational centers or programs. (Amend. by Stats. 1973, Ch. 192.)

E.C. 12554

If any person subject to the provisions of this chapter is an habitual truant or is irregular in attendance as required by this chapter or is habitually insubordinate or disorderly during attendance at school, the county superintendent of schools may request a petition on his behalf in the juvenile court of the county. (Added by Stats. 1969, Ch. 992.)

E.C. 12601

See page 8-a

E.C. 12602

A person 16 years of age or older and under 18 years of age who is exempt from compulsory continuation attendance under subdivision (e) of Section 12601 and who has been awarded a certificate of proficiency by the State Board of Education pursuant to Section 12603 may enroll in graded classes at a community college on either a part-time or full-time basis if he has the consent of the president of the community college. The enrollment of persons pursuant to this section shall not exceed 1 percent of the total enrollment of the community college. (Added by Stats. 1972, Ch. 1265.)

E.C. 12603

(a) Any person subject to compulsory continuation education may request to have his proficiency in basic subject matter skills verified by the school district based upon criteria established by the Department of Education.

The State Board of Education shall award a "certificate of proficiency" to pupils who demonstrate such proficiency. The certificate of proficiency shall be equivalent to a high school diploma.

(b) The Department of Education shall develop standards of competency in basic skills in public high schools and shall prepare and make available to school districts means to verify the attainment of such competency in order to measure eligibility for exemption from compulsory continuation attendance as provided in subdivision (3) of Section 12601 no later than January 1, 1975.

Subdivision (a) of this section shall become operative September 1, 1975, or at such earlier time as may be fixed by the Department of Education following its development of criteria for verification of the proficiency in basic subject matter skills of any person subject to compulsory continuation education. (Amend by Stats. 1973, Ch. 111.)

E.C. 12604

Persons 16 years of age or older and under 18 years of age who have not been graduated from high school shall be permitted by the governing board to enroll in continuation classes conducted by the school district pursuant to Article 4 (commencing with Section 5950) of Chapter 6 of Division 9 if such enrollment does not preclude attainment of the goals of continuation education schools and classes prescribed in Article 4 (commencing with Section 5950) of Chapter 6 of Division 6 as determined by the governing board. The provisions of Article 7 (commencing with Section 12401) of Chapter 6 of Division 9 shall be applicable to such persons. (Added by Stats. 1972, Ch. 1265.)

## E.C. 12605

Any person 16 or 17 years of age exempt from compulsory continuation attendance laws by subdivision (e) of Section 12601 shall be permitted by the governing board of the school district from which the student came to reenroll in the district, without prejudice, as if he had never taken advantage of subdivision (e) of Section 12601. (Added by Stats. 1972, Ch. 1265.)

## E.C. 12751

Each parent, guardian, or other person having control or charge of any minor required to attend special continuation education classes, shall compel the attendance of the minor upon the classes. He shall retain a copy of the permit to work and shall present it upon request of any officer of the law, or other person authorized to enforce the provisions of this chapter (commencing at Section 12551).

## E.C. 12752

The governing board of any high school district in which a minor resides who violates the provisions of this chapter (commencing at Section 12551) shall, on the complaint of any person, make full and impartial investigation of all charges against any parent, guardian, or other person having control or charge of the minor for violation of the provisions of Section 12751.

E.C. 12753

If it appears upon the investigation that any parent, guardian, or other person having control or charge of the minor has violated the provisions of Section 12751, the clerk of the board, or other person authorized by the board to bring such actions, shall make and file in the proper court a criminal complaint against the parent, guardian, or other person having control or charge of the minor, charging the violation, and shall see that the charge is prosecuted by the proper authorities.

E.C. 12754

In cities, and in cities and counties, and in school districts having an attendance supervisor, the attendance supervisor shall make and file the complaint provided for in this article (commencing at Section 12751), and shall see that the charge is prosecuted by the proper authorities.

E.C. 12755

The clerk of the high school board, a supervisor of attendance, or other person authorized by the board shall bring an action against any person, firm, corporation, or agent or officer of a firm or corporation that employs a minor in violation of the provisions of this chapter (commencing at Section 12551).

E.C. 12756

Any parent, guardian, or other person having control or charge of any minor subject to this chapter who fails to perform any of the duties imposed upon him by the provisions of Section 12751 is guilty of a misdemeanor, and shall be punished as follows:

- (1) Upon a first conviction, by a fine of not more than twenty-five dollars (\$25) or by imprisonment in the county jail for a period of not more than five days.
- (2) Upon a second or subsequent conviction, by a fine of not less than twenty-five dollars (\$25) or more than two hundred fifty dollars (\$250), by imprisonment in the county jail for a period of not less than five days or more than 25 days, or by both such fine and imprisonment. (Amended by Stats. 1969, Ch. 972.)

#### Attendance Credit

E.C. 11051

No pupil in a high school, other than a pupil in an evening high school, continuation high school, or continuation education class, shall be credited with more than one day of attendance in any calendar day and nothing in this article (commencing at Section 11051) shall be construed to the contrary.

E.C. 11053

In continuation high schools and continuation education classes, a day of attendance is 180 minutes of attendance but no pupil in any such school or class shall be credited with more than 15 hours of attendance in any calendar week.

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EDUCATION

TITLE 5

(Register 74, No. 10—3-9-74)

## CHAPTER 1. CONTINUATION EDUCATION

## Article

1. Standards for Programs
2. Exemption from Maintaining Continuation Education Classes

## Detailed Analysis

## Article 1. Standards for Programs

## Section

- |        |  |
|--------|--|
| 11000. | Director of Continuation Education             |
| 11001. | Programs of Guidance, Placement, and Follow-up |
| 11002. | Instruction Based on Individual Needs          |
| 11003. | Coordination Programs                          |
| 11004. | Separate Continuation High Schools             |
| 11005. | Records and Reports                            |
| 11006. | Apportionments                                 |

## Article 2. Exemption from Maintaining Continuation Education Classes

## Section

- |        |           |
|--------|-----------|
| 11010. | Exemption |
|--------|-----------|

## Article 1. Standards for Programs

**11000. Director of Continuation Education.** The governing board of each school district maintaining compulsory continuation classes, a continuation high school, or an alternate program authorized under Section 5952 shall provide a director of continuation education who shall be responsible for the organization and administration of the district program of continuation education and guidance, placement, and follow-up.

NOTE: Specific authority cited for Article 1: Section 5956, Education Code.

History: 1. New Article 1 (§§ 11000 through 11006) filed 12-18-69; effective thirtieth day thereafter (Register 69, No. 51).

**11001. Programs of Guidance, Placement, and Follow-up.** The guidance, placement, and follow-up services are to be provided on a regular basis and shall include the following:

(a) **Personal Guidance.** All pupils shall be provided with individual counsel in matters affecting their personal, social, and educational adjustment.

(b) **Occupational Guidance.** All pupils shall be provided with necessary occupational information that individually and realistically prepares them for future employment opportunities.

(c) **Placement.** All pupils shall be assisted in securing suitable employment whenever the pupil can benefit from such employment.

(d) **Follow-up.** The district shall provide all pupils with follow-up services as follows:

(1) Visitation of employed pupils at places of employment to determine the effectiveness of the guidance and placement services.

(2) Regular home contacts and parent conferences in cases where a student is not succeeding in a continuation program.

**TITLE 5**  
(Register 69, No. 51--12-20-69)

**SPECIAL PROGRAMS**

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(3) Regular contacts with all students enrolled only 4 hours per week and all pupils suspended from continuation education with the intent of eventually returning them to the full-time continuation education program.

**11002. Instruction Based on Individual Needs.** The programs of instruction in continuation education shall be based upon individual needs as determined by the findings of the counseling and coordination services.

**11003. Coordination Programs.** The governing board of each school district maintaining continuation education schools or classes shall set up a plan to coordinate the pupils' instruction and training in the school with the home, employment, and other agencies and shall designate one or more persons as coordinators.

**11004. Separate Continuation High Schools.** (a) The continuation high school shall be established as a separate administrative unit by resolution of the governing board.

(b) An application for the establishment of any new continuation high school shall be approved by the State Department of Education as a condition to the recognition of the school as a separate continuation high school for apportionment purposes.

(c) The governing board shall appoint as principal of the school a person who holds a credential authorizing service as principal of a high school. The principal may serve as the director of continuation education if he holds an administrative credential.

(d) A continuation high school shall be conducted for not less than 175 days during a school year.

(e) In each continuation high school there shall be provided a curriculum that will enable the students to meet the requirements for graduation prescribed pursuant to Education Code Section 8574.

**11005. Records and Reports.** (a) The Director of Education shall keep records and reports required for the annual report prescribed by the State Department of Education.

(b) The annual report shall contain a statement of the director of continuation education that the district, during the current school year has complied with Education Code Section 5952 and this article.

**11006. Apportionments.** A district shall not be entitled to receive any apportionment of funds on account of attendance in continuation education high schools or classes unless the district has complied fully with the provisions of this article.

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EDUCATION

TITLE 5

(Register 69, No. 51—12-20-69)

Article 2. Exemption from Maintaining Continuation  
Education Classes

11010. **Exemption.** An application for exemption from the requirement of maintaining special continuation education classes, as permitted by Education Code Section 5952, shall describe the district's plan to provide instruction for pupils subject to continuation education. The application shall be submitted to the State Department of Education, Bureau of Elementary and Secondary Education, State Education Building, Sacramento, California, by June 30 for the following school year. If granted, the exemption shall apply to that school year only.

**NOTE:** Specific authority cited for Article 2: Section 5952, Education Code.

**History:** 1. New Article 2 (§11010) filed 12-18-69; effective thirtieth day thereafter (Register 69, No. 51).

### State and Federal Laws

The Labor Code of the state of California has extensive provisions covering the employment of minors who are subject to the compulsory attendance provisions of the Education Code (Labor Code sections 1290 through 1311 and 1390 through 1398). The employment of such minors in certain dangerous occupations is prohibited, and detailed provisions are included relating to hours, records, working conditions, and permits. To enforce the continuation education law properly, school administrators should be familiar with the provisions of the Labor Code affecting the employment of minors.

The federal Fair Labor Standards Act, as amended, prohibits interstate commerce shipment of any goods in the production of which any "oppressive child labor" has been employed. "Oppressive child labor" is defined as the employment of certain minors in any occupation which the United States Secretary of Labor has found to be particularly hazardous. Continuation educators should make particular effort to be sure that students are not unlawfully employed in hazardous occupations.



F. FINANCIAL INFORMATION ON  
CALIFORNIA CONTINUATION EDUCATION

WILSON RIKES  
Superintendent of Public Instruction  
and Director of Education



STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION  
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 6, 1975

Mrs. Virginia Miller  
1835 North Hunter Street  
Stockton, California 95204

Dear Mrs. Miller:

In reply to your request for information, continuation education is financed by the funds provided in the budget of the various school districts which maintain continuation education. The money comes from state funds apportioned to the districts and from local property taxes.

The Education Code does provide that all continuation education schools are necessary small high schools. Such necessary small high schools, in equalization districts, are supported by the necessary small high school formula. This formula provides more money for students in attendance than does the regular amount of apportionment per a.d.a. granted to schools that are not necessary small schools. However, this money is not earmarked for continuation education and goes directly into the general funds of the district to be used for continuation education or for any other purpose that the board may see fit.

Sincerely yours,

A handwritten signature in cursive script, reading "John R. Eales".

John R. Eales, Program Administrator  
Curriculum Services  
(916) 322-4015

JRE:jeb

### SECTION III

## Programs and Laws Relating\* to Continuation Education

Laws relating to continuation education are established primarily in the Education Code. However, there are other pertinent laws in the Labor Code and in the California Administrative Code, Title 5, Education. (See Appendix A, which is a reference to the code sections having to do with continuation education.) In addition, certain federal laws affect continuation education in California. This section deals with a few selected aspects of the law.

#### Necessary Small High Schools

Education Code Section 17663 defines a necessary small high school, and it makes provision for continuation high schools to benefit from the apportionment of funds for the necessary small high school. The special funding for such schools is provided by the state, and the following table from Education Code Section 17664 summarizes the foundation program for necessary small high schools:

Average daily attendance	Minimum number of certificated employees	Amount to be computed
1-20	Less than 3	\$ 16,519 per teacher
1-20	3	83,772
21-40	4	100,291
41-60	5	116,810
61-75	6	133,329
76-90	7	149,848
91-105	8	166,367
106-120	9	182,886
121-135	10	199,405
136-150	11	205,924
151-180	12	232,443
181-220	13	248,962
221-260	14	265,481
261-300	15	282,000

\* Source: California State Department of Education,  
Handbook on Continuation Education in California  
Prepared by J. R. Eales, 1973.